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UNIT ORGANIZATION OF THE TOPIC, HOME SAFETY

Submitted by

Angeline B. Crispo

(B.S.in Ed., Boston University, 1944)

In partial fulfillment of requirements for

the degree of Master of Education

1948

First reader: Roy O. Billett, Professor of Education

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1. Graph Illustrating Difference in Range
or Initial Scores and Final Scores on
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CHAPTER I

ORGANIZATION OF THE UNIT

Purpose.-- This paper is concerned with the organization and classroom presentation of a unit of work in the field of Home Safety Education at the secondary-school level. It is an attempt to apply the principles of unit organization and teaching procedures advocated in Fundamentals of Secondary-School Teaching,[1] and the course in the Unit Method at Boston University, under the direction of Professor Roy O. Billett.

Selection of the material included in this unit was largely influenced by data and sources of reference obtained in a course in Safety Education given by Leslie W. Irwin, Associate Professor of Health and Physical Education at Boston University.

Prevailing conditions.-- The unit was planned for a class of twenty-five girls in a tenth-grade commercial division.

The chronological ages of the pupils range from 14 years, 11 months to 17 years, 3 months. Intelligence quotients, based on the Revised Stanford-Binet Tests of Intelligence, range from 82 to 130, with a median of 111.75. In reading comprehension, in terms of New England norms,[2] the range extends

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, xvi + 671 p.

2/ Revised New England Norms for the Educational Diagnostic Battery of the Boston University School and College Relations Cooperative Guidance and Testing Service, 1946-1947, Grade 8.

CHAPTER I

ORGANIZATION OF THE UNIT

from 16 to 90 with a median of 52. In scholastic achievement, in terms of averages of marks in all subjects combined, the range extends from 65 to 92 with a median of 76.

The parents of the majority of the pupils are of foreign descent. The ten nationalities represented in such a small group reflect the cosmopolitan population of the city. Although of foreign extraction, 80 per cent of the parents were born in the United States and English is spoken in the home. A few pupils who speak the language of the parents at home and in groups outside the home, experience difficulty in reading and expressing their thoughts in oral and written assignments. However, the adaptiveness of the unit method to individual differences, made it possible for these pupils to make satisfactory progress in the study of this unit.

A great diversity of occupations is noted among the parents. Both father and mother of eight pupils are employed in local factories as skilled or unskilled workers. Eight other parents own a small private business, four are mechanics, three are store clerks, one is manager of a large grocery store, and another is enlisted in the United States Army.

About one fourth of the pupils are employed as clerks in local stores after school hours, and on Saturday. Nearly one half are active in some school organization such as the dramatic club, orchestra, glee club, or basketball team. In spite of these time-consuming activities after school hours, the majority of the pupils requested reference materials for home

use about twice a week during the study of this unit.

As shown in the floor plan in Figure I, page 4, the classroom equipment consists of forty desk-and-chair units which were originally arranged in the usual order of the traditional classroom. A large bookcase, 7 by 4 feet, and an equally large closet are located in the front corners of the room on either side of the teacher's desk. A bulletin board, four feet high and two feet wide is placed near the exit on the south side of the room. A wire attached to the framework above the blackboard, and extending from the bulletin board to the rear of the room, is used for display of class charts and posters. A 16 millimeter silent film projector, a glass slide projector with attachment for film strips, and a projection screen, provided at the teacher's expense, form part of the regular classroom equipment. When not in use, the projectors and screen are stored in the closet.

Preparation of the classroom for the unit method of teaching.-- As the desk-and-chair units are movable, it was an easy matter to change the traditional order of the room to one more suitable to teaching by the unit method. As shown in Figure II, page 5, the units were rearranged in groups of four and six, front and sides of desks touching to form one table unit with chairs on either side. Eight single units were placed along the rear wall of the room to conserve space.

Large sheets of heavy cardboard, suspended from the poster wire above the blackboards, provided additional bulletin

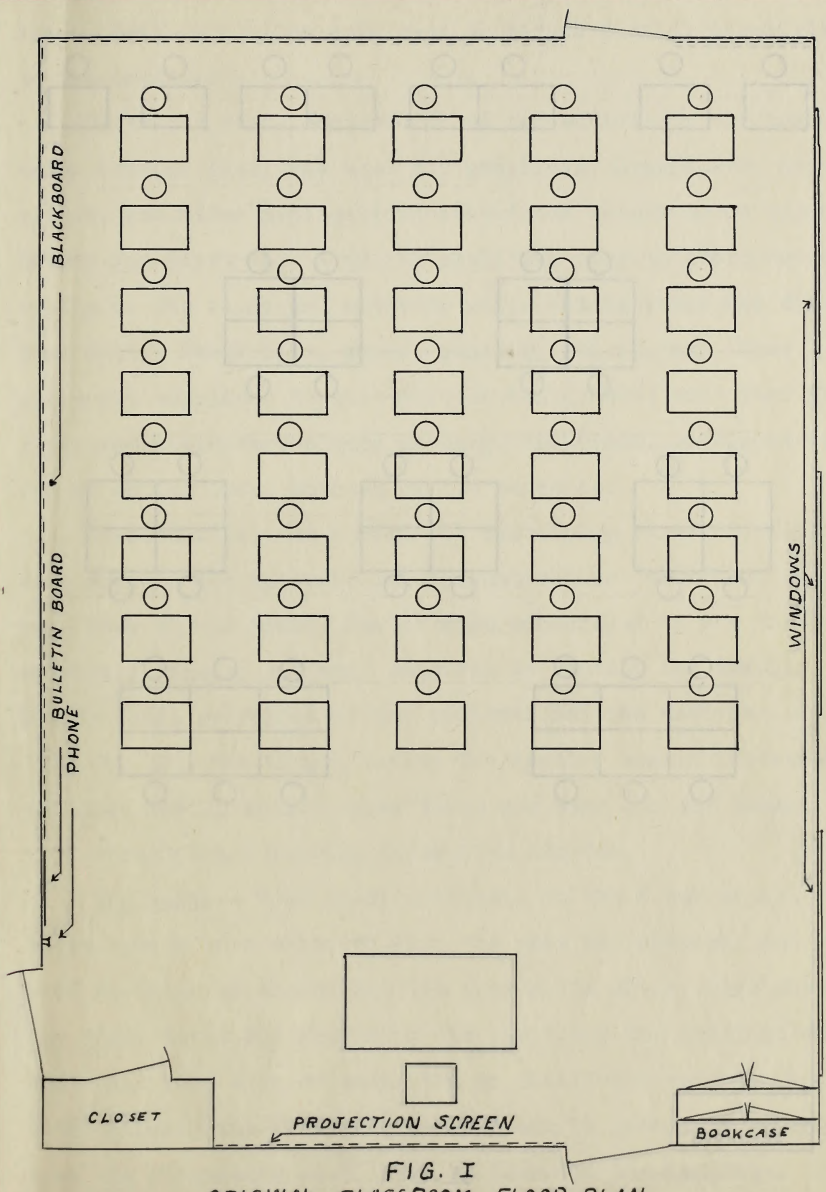

FIG. I
ORIGINAL CLASSROOM FLOOR PLAN

FIG. 1
ORIGINAL CLASSROOM FLOOR PLAN

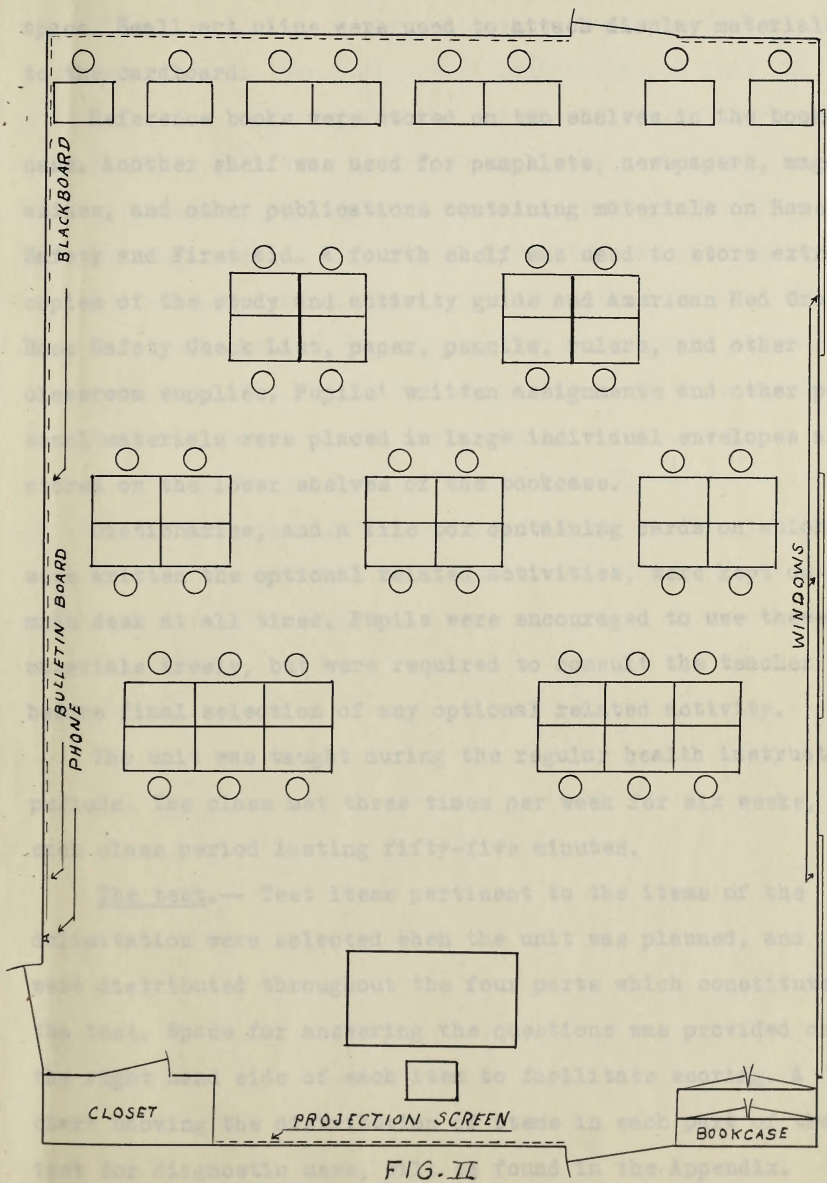

FIG. II
IMPROVED CLASSROOM FLOOR PLAN

FIG. II
IMPROVED CLASSROOM FLOOR PLAN

space. Small art clips were used to attach display materials to the cardboard.

Reference books were stored on two shelves in the bookcase. Another shelf was used for pamphlets, newspapers, magazines, and other publications containing materials on Home Safety and First Aid. A fourth shelf was used to store extra copies of the study and activity guide and American Red Cross Home Safety Check List, paper, pencils, rulers, and other classroom supplies. Pupils' written assignments and other personal materials were placed in large individual envelopes and stored on the lower shelves of the bookcase.

Dictionaries, and a file box containing cards on which were written the optional related activities, were kept on the main desk at all times. Pupils were encouraged to use these materials freely, but were required to consult the teacher before final selection of any optional related activity.

The unit was taught during the regular health instruction periods. The class met three times per week for six weeks, each class period lasting fifty-five minutes.

The test.-- Test items pertinent to the items of the delimitation were selected when the unit was planned, and were distributed throughout the four parts which constitute the test. Space for answering the questions was provided on the right hand side of each item to facilitate scoring. A chart showing the distribution of items in each part of the test for diagnostic uses, will be found in the Appendix.

At the beginning of the unit, mimeographed copies of the test were given to the pupils with instruction to fill all blank spaces as directed whether certain of correct answers or not. The pupils were assured that the score obtained on the test would not be included in their final average for the unit. A single period of fifty-five minutes was used to administer the pre-test. The same test was given again at the end of the unit to measure the progress made during the six weeks of study. The score obtained on the final test was included in the grade for the entire unit.

Following the pre-test, mimeographed copies of the general study and activity guide were distributed to the students, and instructions relative to their use and to the use of reference materials were given.

CHAPTER II

A UNIT IN HOME SAFETY

Statement of the Unit.-- Generally speaking, the American public does not know that safety hazards constantly threaten homes with the tragedy of death, permanent disability, or loss of possessions. Ignorance of conditions that jeopardize home safety, and carelessness, lead to numerous accidents from year to year as revealed in statistical reports published annually by the National Safety Council.[1] To reduce the accident toll in the home it is necessary to discover and to remove, in so far as possible, all conditions conducive to home casualties, and to exercise care in all situations which offer hazards to safety in the home. Knowledge of proper treatment of injuries, in case of accidents, is an important factor in safeguarding life and preventing further disability.

Delimitation of the Unit.

1. Reports of the National Safety Council[2] for the year 1946 show that deaths due to home accidents averaged one every 16 minutes, totaling 33,000 for the entire year.

2. Frequently, the victims are temporarily or permanently

1/ National Safety Council, Accident Facts, National Safety Council, Chicago, 1947, 96 p.

2/ National Safety Council, op. cit., p.17.

injured. Armstrong and Cole[1] report that more than one half of the disabling injuries caused by all types of accidents in the United States result from accidents occurring in the home. In 1946, persons who received non-fatal injuries in home accidents totaled 4,950,000, averaging one every 6 seconds or 565 per hour. Of these, 130,000, or 3½ per cent of the entire population, remained permanently maimed or disabled.[2]

3. Accidents are also costly in material goods. Approximately $700,000,000 were expended throughout the country to defray the cost of home accidents during 1946, an increase of one million over the total costs for 1945. These figures represent wage losses, hospitalization costs, and insurance overhead charges, but do not include property losses due to home fires. According to the last figures available, in 1945 property damage and loss caused by home fires amounted to $108,000,000 for that year.[3]

4. Disorder, faulty equipment, improper care and incorrect use of equipment, neglect of house repairs, slippery surfaces, and poor lighting are considered the chief

1/ Donald B. Armstrong and W. Graham Cole, "Study of Home Accidents: Their Public Health Significance", American Journal of Public Health, (November, 1941) Vol. 31, No. 11.

2/ National Safety Council, loc. cit.

3/ Ibid., p. 82.

injured. Armstrong and Cole[1] report that more than one half of the disabling injuries caused by all types of accidents in the United States result from accidents occurring in the home. In 1946, persons who received non-fatal injuries in home accidents totaled 4,950,000, averaging one every 6 seconds or 585 per hour. Of these, 130,000, or 3/4 per cent of the entire population, remained permanently maimed or disabled.[2]

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[1] Donald S. Armstrong and W. Graham Cole, "Study of Home Accidents: Their Public Health Significance", American Journal of Public Health, (November, 1941) Vol. 31, No. 11.

[2] National Safety Council, loc. cit.

[3] Ibid., p. 83.

causes of home accidents. Lack of judgment, hurry, physical weakness, and physical handicaps are also causative factors.[1/]

a. The members of a household are frequently victims of accidents because of misplaced articles and furniture, dangerous accessories left within the reach of small children, kettles containing hot liquids placed in dangerous spots, accumulation of household cleaning implements in basement passageways, and collection of litter in attic or basement.

b. Frayed electric cords, defective light switches and base plugs, faulty connections, improper insulation of metal light chains, and other defective equipment, constantly threaten safety in the average home.

c. Failure to take proper care of electric appliances such as toaster, grill, flat-iron, vacuum cleaner, and washing machine, may have disastrous results.

d. Handling light switches and pull cords with moist hands, improper use of sharp tools as kitchen knives, scissors, and ice picks, are extremely dangerous and help to swell the rates of home casualties.

e. Accidents often result from neglect or postponement of household repairs such as replacement of worn parts, fastening of loose boards, and repair of weakened or broken furniture, stair rails, garden walks,

1/ Herbert J. Stack and Elmer B. Siebrecht, Education for Safe Living, Prentice-Hall Incorporated, New York, 1945, xvii+388 p.

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1/ Chapter 1. Beck and Elmer B. Blakesley, Education for Safe Living, Prentice-Hall Incorporated, New York, 1943, xvii+128 p.

or chimneys.

f. Smooth slippery surfaces as bathtubs, wet, greasy, or improperly waxed floors, porches, steps, and walks covered with ice or wet leaves, and unanchored small rugs lead to falls and serious injury.

g. Safety in the home is frequently menaced by lack of proper lighting in narrow halls and winding stairways, on porches, and in basements.

5. The types of home accidents which take the highest death toll are, in order of prevalence, falls, burns, poisonings, firearms, mechanical suffocation, and asphyxiation.[1/]

6. Most home accidents can be prevented by careful, efficient, cooperative planning and management of the home, by constant practice of caution on the part of all members of the household in unavoidable hazardous situations, and by elimination of faulty acts.

a. Falls can be prevented by (1) providing sturdy hand rails and adequate lighting on stairways; (2) tacking down all carpeting securely and mending without delay any torn or ripped areas; (3) avoiding the use of small rugs at the head or foot of stairs; (4) providing proper storage of mops, brooms, and other cleaning equipment, to eliminate cluttering of the basement entrance and stairway; (5) storing articles in

1/ Herbert J. Stack and Elmer B. Siebrecht, op. cit., p. 31.

closets so they can be reached easily; (6) arranging furniture so that it will not block passageway; (7) putting articles away after use; (8) turning on the light before entering a dark room; (9) having stairs, porch, and entrance hallway well lighted; (10) using a rail or rubber mat in tub or shower; (11) using a sturdy stepladder to reach high places; (12) securing without delay, loose boards on porch floors and walks, and replacing worn or broken steps; (13) removing wet leaves, snow, and ice from walks, stairs, and porches, and sprinkling with sand or ashes if necessary.

b. To prevent accidents which cause burns, scalds, and explosions, it is suggested to (1) keep the attic and basement free of rubbish; (2) keep closets clean of litter; (3) store oily mops and dusting cloths in metal containers; (4) keep fireplaces tightly screened; (5) extinguish matches and cigarette stubs before disposing into an ash tray; (6) keep matches in a metal container and out of children's reach; (7) carry matches in pockets only in protective folders; (8) use only non-flammable home-cleaning fluids; (9) place cooking utensils with the handles away from the edge of the stove; (10) place receptacles containing hot liquids out of children's reach; (11) store gasoline and kerosene in plainly labeled metal

containers; (12) use an electric flashlight instead of a lighted match or candle to enter a dark closet; (13) use special holders to remove hot pans from the stove; (14) replace unsafe connections and frayed cords on electric appliances; (15) use one appliance per outlet at one time; (16) use friction tape to hold extension cords away from contact with metal of any kind; (17) purchase only electric appliances that are stamped with the National Underwriters Seal.

c. To protect the members of the household from poisonings it is necessary to (1) store all household poisons on a high shelf in a locked closet; (2) keep insecticides and disinfectants in locked metal containers and place the key out of children's reach; (3) keep all harmful or poisonous medicines under lock and key where children cannot handle them; (4) carefully label all bottles containing poisons or harmful substances; (5) always read labels before taking medicines.

d. There were 1,450 deaths in home accidents due to firearms in 1946, a 21 per cent increase from 1945.[1] To avoid firearm accidents in the home one should (1) unload firearms before putting them away; (2) place them securely with all ammunition in a locked container out of children's reach; (3) always handle

1/ National Safety Council, op. cit., p. 83.

1/ National Safety Council, op. cit., p. 85.

a gun as if loaded until one has ascertained whether it is or not; (4) treat a loaded gun with extreme precaution at all times; (5) aim a firearm only when ready to fire; (6) allow children to use fireworks only under close supervision of adults.

e. Prevention of mechanical suffocation and asphyxiation depends on (1) thorough inspection of gas fixtures; (2) adequate ventilation; (3) careful supervision of vessels on the stove to prevent boiling over which may extinguish the flame and allow gas to escape; (4) opening garage doors before starting a car; (5) exercise of prudence and care when going in swimming, for drowning is a frequent cause of death.

f. Electrical accidents may be prevented by (1) proper use of fixtures and appliances; (2) drying the hands thoroughly before touching a switch; (3) avoiding anything electric while in the bathtub and while standing in water, on a wet surface, or on metal; (4) always turning off an electric heating pad before falling asleep; (5) keeping away from fallen electric wires; (6) handling with care electric toys and radio installations; (7) providing cords with waterproof covering in the kitchen, basement, and laundry; (8) avoiding the use of pennies to replace blown fuses; (9) shutting off electricity before working on a cord, fixture, or appliance.

7. Immediate treatment of injuries received in home accidents may help to relieve pain and prevent complications pending the arrival of a physician.

   a. Bleeding and infection are the chief dangerous results of wounds. Severe bleeding may be checked by application of digital pressure or tourniquet. Infection may be prevented by proper cleansing of the wound, application of iodine, and use of sterile dressing to cover the wound. The hands must be thoroughly cleaned before attending to any breaks in the skin.

   b. The main purposes of early treatment of sprains, strains, and bruises are to alleviate pain, and to limit the amount of swelling. Application of heat or cold, and rest for the injured part, help to obtain these results. Cold applications on bruises may reduce discoloration.

   c. In the treatment of dislocations and fractures, immobility of the injured part, and comfort of the patient until the physician's arrival are of primary importance. Use of well padded splints on injured limbs is indicated if the patient must be moved.

   d. Burns and scalds are classified according to severity. Exclusion of air from the injury reduces pain. Application of olive oil or baking soda and water offers relief in first degree burns. A weak solution

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of tannic acid should be applied to severe burns until the physician arrives. Thorough washing with quantities of water must precede application of dressing on acid and alkali burns. Treatment for shock is to be given at the first indication of this condition.

e. Preventing absorption of poison into the body is the main objective of First Aid for internal poisoning. Quick dilution of the poison by intake of water in large quantities, followed by an emetic to empty the stomach, and in case of food poisoning, Epsom salts to clear the intestines, aid the body to get rid of the poison. The care of a physician is always advisable in cases of poisoning.

f. Shock often accompanies serious injuries and must be treated without delay. Supine position of the body, warmth, and absolute quiet and rest, are essential to efficient treatment of shock and fainting. Use of a stimulant is helpful.

g. In case of suffocation, asphyxiation, or electric shock, artificial respiration must be used promptly to induce normal breathing. The prone pressure method is recommended. It must be applied immediately and continuously until normal breathing is resumed. Warmth throughout the treatment, and a stimulating drink as soon as consciousness has been regained,

are strongly advocated.

Probable Indirect and Incidental Learning Products.

1. Realization of the value of safety in life.
2. Attitude of personal responsibility for the safety of others.
3. Recognition of potential hazards and willingness to apply safety practices to environmental conditions.
4. Attitude of cooperation with the other members of the household in making safe living in the home possible.

Readings and Materials for Teacher's Use Only.

1. American National Red Cross, First Aid Text Book, The Blakiston Company, Philadelphia, 1940, xi+256 p.
2. American National Red Cross, Instructor's Outline - First Aid Courses, American Red Cross Association, Washington, D.C., 1937, 75 p.
3. American National Red Cross, On Guard Against Accidents, Instructor's Manuel, American Red Cross Association, Washington, D.C., 1942, 64 p.
4. Armstrong, Donald B., and W. Graham Cole, Home Accidents, Where How and Why, Metropolitan Life Insurance Company, New York, 1940.
5. Beadle, Kenneth L., Safety Instruction Material for Use of Elementary and High School Teachers, National Conservation Bureau, New York.
6. Britton, Rollo H., Joan Klebba, and David E. Hailman, "Accidents in the Urban Home", National Health Survey, Public Health Reports, (November 8, 1940) Volume 55, Number 45, Government Printing Office, 1940.
7. Laporte, William Ralph, Charles Henry Hunt, and Floyd R. Eastwood, Teaching Safety Education in Secondary Schools, Prentice-Hall, Incorporated, New York, 1942, xi+181 p.
8. Lauer, A.R., and Milton D. Kramer, "The Psychology of Safety and Safe Human Conduct", Journal of Educational

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8. Lauer, A.R., and Milton D. Kramer, "The Psychology of Safety and Safe Human Conduct", Journal of Educational

Sociology, (October, 1946) 20: 107-113.

9. Marble, Priscilla R., Home Safety, American Book Company, New York, 1940, 144 p.

10. National Bureau of Casualty and Surety Underwriters, A Guide-Book for Safety Education, Educational Series, Volume VII, National Bureau of Casualty and Surety Underwriters, New York, 1931, vii + 42 p.

11. National Safety Council, Accident Facts, National Safety Council, Incorporated, Chicago, 1947, 96 p.

12. National Safety Council, Safety Education Methods: Secondary School, National Safety Council, Incorporated, Chicago, 1940, 104 p.

13. Rupp, Francis, and Alvin Battey, "Hurt at Home", Public Safety, (August and September, 1936).

14. Stack, Herbert J., and Elmer B. Siebrecht, Education for Safe Living, Prentice-Hall, Incorporated, New York, 1945, xvii + 388 p.

15. Van Cott, Harrison H., The Safety Education Program in the High Schools of New York State, Bulletin Number 1123, University of the State of New York, Albany, 1938, p. 47-51.

The Unit Assignment.-- (Tentative time allotment, six weeks, three periods per week.)

A. The assignment begins with an introductory talk and discussion based on (1) the local situation in home accidents as to types and frequency of occurrence; (2) accidents which occurred in the homes of the students, how they were caused, and how they could have been avoided; (3) the importance of discovering and removing safety hazards in the home, and of exercising caution at all times.

B. Individual and small-group activities.[1/]

1/ All items under B appear on the pupil's study and activity guide.

Sociology, (October, 1946) 30: 107-112.

9. Marble, Priscilla R., Home Safety, American Book Company, New York, 1940, 144 p.

10. National Bureau of Casualty and Surety Underwriters, A Guide-Book for Safety Education, Educational Series, Volume VII, National Bureau of Casualty and Surety Underwriters, New York, 1931, vii + 42 p.

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A. The assignment begins with an introductory talk and discussion based on (1) the local situation in home accidents as to type and frequency of occurrence; (2) accidents which occurred in the homes of the students, how they were caused, and how they could have been avoided; (3) the importance of discovering and removing safety hazards in the home, and of exercising caution at all times.

B. Individual and small-group activities. 1/

1/ All items under B appear on the pupil's study and activity guide.

1. How many people are killed each year in home accidents? How many are injured for life? How many are maimed, disfigured, or disabled temporarily? How do these figures compare with the totals for automobile and occupational accidents? What conclusions can be drawn from these facts? (3:426-427, 431;[1] 6:465; 7:484; 8:15; 9:23; 10:362; 11:5-6; 12:227-228; 14:16.)
2. What was the national cost of home accidents, including home fires, in 1946? For what specific purposes was this amount expended? (7:499; 11:5; 15:150.)
3. Using the Red Cross Check-List for Common Hazards as a guide, make an inspection of conditions in your home. How many safety hazards can you discover? State in which of the following areas these dangers are most numerous: (a) the kitchen; (b) the dining-room; (c) the living-room; (d) the bedroom; (e) the bathroom; (f) the basement; (g) the attic; (h) the yard. How many of these hazardous conditions can be corrected within ten days without cost to your parents? (1:30; 11:15; 15:180-183.)
4. What are the chief characteristics of an individual who is safety-minded? (1:6-8; 6:516-517; 8:3, 15; 12:228-229.)

[1] Page 426 to 427, and page 431 in reference number 3 of the reading list that follows the unit assignment.

1. How many people are killed each year in home accidents? How many are injured for life? How many are maimed, disfigured, or disabled temporarily? How do these figures compare with the totals for automobile and occupational accidents? What conclusions can be drawn from these facts? (3:438-439, 441; 6:488; 7:484; 8:15; 9:83; 10:383; 11:3-8; 13:327-338; 14:18.)

2. What was the national cost of home accidents, including home fires, in 1948? For what specific purposes was this amount expended? (7:489; 11:3; 13:150.)

3. Using the Red Cross Check-list for Common Hazards as a guide, make an inspection of conditions in your home. How many safety hazards can you discover? State in which of the following areas these dangers are most numerous: (a) the kitchen; (b) the dining-room; (c) the living-room; (d) the bedroom; (e) the bathroom; (f) the basement; (g) the attic; (h) the yard. How many of these hazardous conditions can be corrected within ten days without cost to your parents? (1:30; 11:15; 13:180-188.)

4. What are the chief characteristics of an individual who is safety-minded? (1:6-8; 8:318-317; 8:3, 13; 12:328-329.)

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[1] Pages 438 to 437, and page 431 in reference number 3 of the reading list that follows the unit assignment.

5. Who should be responsible for keeping the home safe and tidy at all times? (5:217; 9:23; 10:362; 15: 143-144.)
6. What duties can you perform to make and keep your home safe? (8:15; 10:363; 15:149,158,164,166-167.)
7. Why are hurry and fatigue often safety hazards? (1:7-10; 3:436; 8:12.)
8. Name the various types of home accidents in order of frequency of occurrence, and give statistical data for each type. (6:510-512; 15:145; 19:362.)
9. More than one half of the accidents occurring in the home are due to falls. State the hazards which are chiefly responsible for falls, and tell how they can be eliminated. (1:9; 4:312-313; 7:496; 8:6; 9:26; 10:363-365; 11:6-8; 19:362-363.)
10. Explain why the yard, the kitchen, and stairways are so often the scene of home accidents. (4:312-313; 6:512-516; 8:6; 9:26; 10:364; 11:7-8; 14:6-7, 10-11,14-15.)
11. Next to falls, burns and scalds cause the greatest number of home accidents. What can be done to prevent injuries resulting from this type of accident? Give a detailed answer. (1:11-12; 4:314-315; 5:218; 7:496-498; 8:6; 9:34; 10:365-366; 19:363.)
12. How may poisonings occur in the home? Give suggestions for their prevention. (1:13; 7:499; 10:370-

5. Who should be responsible for keeping the home safe and tidy at all times? (3:317; 8:33; 10:382; 18:142-144.)

6. What duties can you perform to make and keep your home safe? (8:15; 10:433; 18:142,158,184,188-197.)

7. Why are hurry and fatigue often safety hazards? (1:7-10; 3:428; 8:13.)

8. Name the various types of home accidents in order of frequency of occurrence, and give statistical data for each type. (8:310-312; 18:142; 18:362.)

9. More than one half of the accidents occurring in the home are due to falls. State the hazards which are chiefly responsible for falls, and tell how they can be eliminated. (1:8; 4:312-318; 7:499; 8:8; 8:38; 10:382-383; 11:8-9; 18:382-383.)

10. Explain why the yard, the kitchen, and stairways are so often the scene of home accidents. (4:312-318; 8:312-316; 8:8; 8:38; 10:384; 11:7-8; 14:6-7, 13-11,14-15.)

11. Next to falls, burns and scalds cause the greatest number of home accidents. What can be done to prevent injuries resulting from this type of accident? Give a detailed answer. (1:11-12; 4:314-316; 8:318; 7:386-388; 8:8; 8:34; 10:386-388; 18:382.)

12. How may poisonings occur in the home? Give suggestions for their prevention. (1:13; 7:488; 10:370-

371; 11:11-12; 12:236-237.)

13. The greatest number of fatalities due to firearms occur between the ages of 15 and 24. Can you explain why? Give five rules for the proper use and storage of guns and ammunition. (1:18-19; 7:501; 10:373; 11:12-13; 14:14.)

14. What care should be taken to guard against injuries through carelessness during house-cleaning weeks? (3:436; 10:363-367; 15:149; 20:406.)

15. Why are clean-up campaigns in the home necessary? When were your attic and basement cleaned? (10:374; 14:12-13,16; 15:166.)

16. What is spontaneous combustion? Make suggestions to eliminate fire hazards in your home. (3:436-437; 7:499-500; 8:3; 10:373-375; 11:9-10; 15:150-153,170-171; 19:367-370; 20:408-409.)

17. What would you do if a fire occurred in your home? If necessary, how would you summon a fire engine? (10:376-377; 15:84-85,295; 19:370-371; 20:410.)

18. What are some of the dangers which the invention of electrical appliances has brought to man? How can electricity in your home be made safe? (1:17; 3:439-441; 5:218; 10:370-372; 15:110-115,167-168,175-179; 19:366.)

19. Give reasons why turning off an electric heating pad before falling asleep is considered a safety

371; 11:11-13; 13:338-337.)

13. The greatest number of fatalities due to literme
occur between the ages of 15 and 24. Can you explain
why? Give five rules for the proper use and storage
of guns and ammunition. (1:13-15; 7:601; 10:375;
11:13-13; 14:14.)

14. What care should be taken to guard against injuries
through carelessness during house-cleaning weeks?
(3:438; 10:383-387; 15:143; 30:408.)

15. Why are clean-up campaigns in the home necessary?
When were your attic and basement cleaned? (10:374;
14:13-13,16; 13:188.)

16. What is spontaneous combustion? Make suggestions to
eliminate fire hazards in your home. (3:438-437;
7:488-800; 8:3; 10:373-378; 11:8-10; 13:130-133,170-
171; 13:387-870; 30:408-409.)

17. What would you do if a fire occurred in your home?
If necessary, how would you summon a fire engine?
(10:376-377; 13:84-86,388; 13:370-371; 30:410.)

18. What are some of the dangers which the invention of
electrical appliances has brought to man? How can
electricity in your home be made safer? (1:17; 3:438-
441; 5:313; 10:370-372; 13:110-113,187-188,176-178;
13:388.)

19. Give reasons why turning off an electric heating
pad before rising sleep is considered a safety

practice. (3:439; 10:371-372; 15:113-114.)

20. Explain why it is dangerous to plug in or handle any electric appliance with wet hands. (2:339; 3: 440; 5:219; 10:371; 11:11; 15:113-115.)
21. What is meant by the term asphyxiation? How can this condition be prevented? (1:15; 3:437-439,448; 4:317; 7:464,498; 10:367-368.)
22. List the sources of poisonous gases that may cause death. (1:15; 3:437-438; 4:317; 7:498; 10:367-369; 12:235.)
23. What safety measures should be practiced when swimming? (2:348-350; 6:483-486; 7:500; 20:411-412.)
24. What should be the aim of First Aid? (5:229; 6:439; 7:462; 10:390; 12:229; 20:418-419.)
25. Name two important First Aid rules which untrained persons should follow. (5:229; 6:439; 10:229.)
26. Name and describe the general condition of the body which frequently accompanies serious injuries. (3: 447-448; 6:452; 7:464; 10:393; 13:6; 15:307-308; 20:435-436.)
27. State the general directions for giving First Aid following a serious accident. (7:463; 9:38; 13:1.)
28. Study the classroom chart of the circulatory system and locate the six most important pressure points for the control of bleeding. (7:467-469; 13:2-3; 20:422-424.)

29. Explain why it is dangerous to plug in or handle any electric appliance with wet hands. (3:389; 3:440; 8:519; 10:371; 11:11; 18:113-115.)

30. What is meant by the term asphyxiation? How can this condition be prevented? (1:15; 3:437-439,448; 4:317; 7:464,493; 10:387-388.)

31. List the sources of poisonous gases that may cause death. (1:15; 3:437-439; 4:317; 7:488; 10:387-389; 12:388.)

32. What safety measures should be practiced when swimming? (3:348-380; 8:483-488; 7:500; 20:411-412.)

33. What should be the aim of First Aid? (3:338; 8:439; 7:483; 10:390; 12:388; 20:418-419.)

34. Name two important First Aid rules which unpracticed persons should follow. (3:380; 8:439; 10:388.)

35. Name and describe the general condition of the body which frequently accompanies serious injuries. (3:447-448; 8:488; 7:484; 10:393; 13:8; 18:307-308; 20:438-439.)

36. State the general directions for giving First Aid following a serious accident. (7:483; 8:38; 13:1.)

37. Study the classroom chart of the circulatory system and locate the six most important pressure points for the control of bleeding. (7:487-489; 13:8-9; 20:432-434.)

29. Explain how the tourniquet is applied to stop serious bleeding. What care must be exercised when using it? (5:237-238; 6:444-445; 7:469; 15:301-302; 16:405-406; 18:555; 19:405-406; 20:424.)
30. Give complete directions for the proper care of a wound to prevent infection. (2:342-343; 3:444; 5: 236-237; 6:420; 7:469-470; 12:230; 13:4; 15:302-304; 18:553; 20:424-425.)
31. Differentiate in the injury received in first, second, and third degree burns. (7:466; 9:34; 10:411; 16:407-408; 18:551-552.)
32. Describe the treatment for first degree burns. (5: 230-231; 6:446; 7:466; 9:34; 10:411; 15:309; 20: 433.)
33. In case of serious burns, what should be done before the arrival of the physician? What should be avoided? (6:446; 7:466-467; 10:411-412; 15:309-310; 20:433.)
34. What is an emetic? When should it be used? Name some emetics. (3:450; 6:451; 10:405-406.)
35. Describe the prone pressure method of artificial respiration. Tell in what circumstances it should be applied. (2:346-350; 4:224-227; 6:446-447; 7: 465; 10:395-397; 13:7-9; 15:317-321; 16:409-412; 20:438-439.)
36. Explain the difference between a sprain and a

29. Explain how the tourniquet is applied to stop arterial bleeding. What care must be exercised when using it? (8:317-338; 8:444-448; 7:488; 18:301-302; 18:405-406; 18:588; 18:408-428; 30:484.)

30. Give complete directions for the proper care of a wound to prevent infection. (3:342-343; 3:444; 8:238-327; 8:480; 7:488-470; 12:330; 18:4; 18:302-304; 18:882; 20:484-488.)

31. Differentiate in the injury received in first, second, and third degree burns. (7:488; 8:34; 10:411; 18:407-408; 18:581-582.)

32. Describe the treatment for first degree burns. (8:330-331; 8:448; 7:488; 8:34; 10:411; 18:309; 30:433.)

33. In case of serious burns, what should be done before the arrival of the physician? What should be avoided? (8:448; 7:488-487; 10:411-412; 18:309-310; 30:433.)

34. What is an emetic? When should it be used? Name some emetics. (3:480; 8:481; 10:408-406.)

35. Describe the prone pressure method of artificial respiration. Tell in what circumstances it should be applied. (3:342-350; 4:334-337; 8:448-447; 7:488; 10:388-387; 12:7-8; 18:317-321; 18:408-412; 30:438-439.)

36. Explain the difference between a sprain and a

strain. What is a bruise? Describe the First Aid treatment for each injury. (2:343; 3:442-443; 6: 449-451; 7:471-472; 9:30-31; 10:411; 13:19; 15:306-307; 17:25; 20:439-440.)

37. Why should broken bones be kept from moving? In an emergency, how would you prepare and apply a splint? (2:351; 5:231; 6:448-450; 7:473; 9:30; 10:408-409; 15:305; 20:440-442.)

38. Copy and complete the following chart:

Injury	Symptoms	Treatment
1. Infected wound		
2. Dislocated shoulder		
3. Fractured finger		
4. Fainting		
5. Food poisoning		

(2:341,351; 3:446; 6:450-452; 7:463,470,472; 10:409-411; 12:230-231; 13:18; 20:434,442.)

39. Prepare an emergency telephone list, giving the name, address, and telephone number of individuals and establishments prepared to assist the home in emergencies. (2:341; 10:391; 15:295-296.)

37. Why should broken bones be kept from moving? In an emergency, how would you prepare and apply a splint? (S:381; 8:231; 8:448-450; 7:473; 8:30; 10:408-409; 18:308; 20:440-443.)

38. Copy and complete the following chart:

Injury	Symptoms	Treatment
1.Infected wound		
2.Dislocated shoulder		
3.Fractured finger		
4.Fainting		
5.Food poisoning		

(S:341,381; 3:448; 8:450-452; 7:465,470,472; 10:408-411; 13:230-231; 13:18; 20:434,443.)

39. Prepare an emergency telephone list, giving the name, address, and telephone number of individuals and establishments prepared to assist the home in emergencies. (3:341; 10:381; 15:386-389.)

40. Plan a First Aid kit for your home, including all items considered essential in First Aid treatment for any accident that may occur. (4:326; 6:454; 7: 477-479; 10:392; 13:23; 15:296-297; 18:556; 20: 420.)

C. Optional related activities.

1. Home accidents cause one death every 16 minutes, and one disability every 6 seconds. At these rates, figure how many deaths and injuries occurred per hour, per day, per week, per year, in 1946. Prepare a report of your findings for class discussion.
2. Recall the accidents which have happened in your home during the last two years, and estimate their total cost. Compare this amount with the approximate cost of eliminating the unsafe conditions which caused the accidents.
3. Draw a diagram showing the various types of home accidents in relation to one another as to frequency of occurrence.
4. How many permanently injured persons do you know? Report one case, telling the cause of the accident, the injury received, and whether the danger could have been avoided.
5. Write to the National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, for any safety material that is available free of charge. Study

40. Plan a First Aid kit for your home, including all items considered essential in First Aid treatment for any accident that may occur. (4:328; 8:464; 7: 477-479; 10:398; 13:23; 18:398-397; 18:855; 20: 430.)

C. Optional related activities.

1. Home accidents cause one death every 19 minutes, and one disability every 8 seconds. At these rates, figure how many deaths and injuries occurred per hour, per day, per week, per year, in 1946. Prepare a report of your findings for class discussion.

2. Recall the accidents which have happened in your home during the last two years, and estimate their total cost. Compare this amount with the approximate cost of eliminating the unsafe conditions which caused the accidents.

3. Draw a diagram showing the various type of home accidents in relation to one another as to frequency of occurrence.

4. How many permanently injured persons do you know? Report one case, telling the cause of the accident, the injury received, and whether the danger could have been avoided.

5. Write to the National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois, for any safety material that is available free of charge. Study

the publications received, and prepare a class report on any literature that you believe will be helpful to your classmates in the study of this unit.

6. Make a report of ten minor home injuries received by students in your class within the last thirty days, stating the cause of each injury, and explaining how each could have been prevented.
7. Write an essay on disorder as a cause of falls in the home.
8. Collect ten newspaper clippings of home accidents in your community. Prepare to tell the class how these accidents might possibly have been avoided.
9. Make a survey of the accidents which have occurred during the last four months in the homes of your classmates. In your report, include the type, the cause, and the frequency of the accidents, and make suggestions for avoidance of similar mishaps in the future.
10. Write a brief article on how to prevent accidents during the Christmas season.
11. Inspect your home medicine cabinet, and make a report of your personal efforts to remove the safety hazards you have discovered.
12. Prepare to explain and demonstrate to the class what you would do if the clothing of your friend

6. Make a report of ten minor home injuries received by students in your class within the last thirty days, stating the cause of each injury, and explaining how each could have been prevented.

7. Write an essay on disorder as a cause of fatie in the home.

8. Collect ten newspaper clippings of home accidents in your community. Prepare to tell the class how these accidents might possibly have been avoided.

9. Make a survey of the accidents which have occurred during the last four months in the homes of your classmates. In your report, include the type, the cause, and the frequency of the accidents, and make suggestions for avoidance of similar mishaps in the future.

10. Write a brief article on how to prevent accidents during the Christmas season.

11. Inspect your home medicine cabinet, and make a report of your personal efforts to remove the safety hazards you have discovered.

12. Prepare to explain and demonstrate to the class what you would do if the clothing of your friend

caught on fire. (2:344; 13:12; 15:85-86; 17:27.)

13. Select a group of your classmates to study and prepare a report on the history, growth, and services of one of the following organizations: (a) the National Conservation Bureau, 60 John Street, New York City; (b) the American National Red Cross, Washington, District of Columbia; (c) the National Safety Council, 20 Wacker Drive, Chicago 6, Illinois.
14. Write to the National Board of Fire Underwriters, New York City, for information concerning the services of the Underwriters Laboratories. Be prepared to explain to the class, the meaning of the National Underwriters Seal on electric appliances.
15. On a chart which you will prepare for the purpose, list the poisons found in your home, and state which antidote is most effective for each. (3:592; 4:316; 11:14; 13:12.)
16. Plan a radio talk on the topic Reducing the Accident Toll in the Home.
17. Obtain free material on home safety from the United States Department of Commerce, Bureau of Safety, Washington, District of Columbia, and prepare an annotated list of the publications received.
18. Volunteer to demonstrate to the class, the proper application of the tourniquet to check severe

caught on fire. (2:244; 13:13; 18:88-89; 17:27.)

13. Select a group of your classmates to study and prepare a report on the history, growth, and services of one of the following organizations: (a) the National Conservation Bureau, 80 John Street, New York City; (b) the American National Red Cross, Washington, District of Columbia; (c) the National Safety Council, 20 Wacker Drive, Chicago 6, Illinois.

14. Write to the National Board of Fire Underwriters, New York City, for information concerning the services of the Underwriters Laboratories. Be prepared to explain to the class, the meaning of the National Underwriters Seal on electric appliances.

15. On a chart which you will prepare for the purpose, list the poisons found in your home, and state which antidote is most effective for each. (3:283; 4:316; 11:14; 13:13.)

16. Plan a radio talk on the topic Reducing the Accident Toll in the Home.

17. Obtain free material on home safety from the United States Department of Commerce, Bureau of Safety, Washington, District of Columbia, and prepare an annotated list of the publications received.

18. Volunteer to demonstrate to the class, the proper application of the tourniquet to check severe

bleeding. (10:400; 15:301-302; 18:553-555.)

19. Prepare to demonstrate the prone pressure method of artificial respiration. (10:395-397; 16:409-412; 20:438-439.)
20. A member of your family falls over a misplaced stool spraining his right ankle and cutting his left wrist. The bleeding is not serious. What First Aid treatment is indicated? Be prepared to explain and demonstrate the procedure to the class.
21. If necessary, how may a pulmotor, or an inhalator, be obtained in your community? In the event of a serious accident, how would you summon an ambulance? Make your report to the class. (10:391; 15:109-110, 321.)
22. Write a one-act play on one of the following topics: (a) Safe at Home; (b) Before the Doctor Arrives; (c) A Stitch in Time. Show the need for safety measures in the home and the importance of First Aid treatment in emergencies.
23. With your teacher's approval, select a group of students in the class and prepare to dramatize the play written in the preceding activity.
24. Volunteer to demonstrate the preparation and application of a splint on a fractured arm. (6:448-450; 10:408; 13:15-17.)
25. Secure your teacher's permission to demonstrate to

the class, the proper procedure for cleansing and dressing a wound to prevent infection.

26. Organize a committee to collect and plan an exhibit of home safety materials such as newspaper clippings, magazine articles, pictures, pamphlets, books, models, and First Aid equipment.

27. Select a committee to study and report upon the hazardous situations existing in the homes of the members of the class.

    a. Pool the home safety check-list submitted by the pupils at the beginning of this unit, and classify the safety hazards disclosed according to (1) type, (2) number, and (3) area of the home in which found.

    b. Make a chart of your findings and include suggestions for correction of the dangerous conditions listed. Present your work to the class for criticism and possible improvement.

28. With the assistance of a group of students of your choice, prepare a summary of safety rules for each area of the home, including kitchen, dining-room, living-room, bedroom, bathroom, halls and stairways, attic, basement, and yard.

References for the Pupil's Use.

1. American National Red Cross, Preventing Accidents, American Red Cross Association, Washington, District of Columbia, 1941.

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Reference for the Pupil's Use.

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HOME SAFETY TEST

This test consists of four parts, each containing twenty-five questions. Read carefully the directions given at the beginning of each part before answering the questions.

Part I

Directions: The following statements are either true or false. If you think a statement is TRUE, draw a circle around the letter T. If you think it is FALSE, circle the letter F. Note the following sample:

The best way to avoid accidents is to exercise care at all times..... (T) F

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1. In 1946, the number of fatal accidents in the home far exceeded the number of fatal accidents caused by motor vehicles..... T F

2. Reports of the National Safety Council indicate that the number of home accidents in 1946 showed a slight decrease from 1945..... T F

3. Home fire losses amounted to approximately $108,000,000 in 1945..... T F

4. The most frequent cause of accidents in the home is poisoning..... T F

5. Burns rank third as a cause of death in home accidents..... T F

6. There is danger of spontaneous combustion of oil soaked rags when kept in a closed place..... T F

7. From the standpoint of accidents, at the present time, boys and girls are safer at school than at home..... T F

8. Handling an electric switch with wet hands may produce a severe shock..... T F

9. In many homes, the medicine cabinet is a major safety hazard..... T F

.....

.....

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.....

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.....

10. It is safe to use matches to locate a gas leak in a dark basement, provided they are extinguished before they are thrown away..... T F

11. The best treatment for a sprain is application of a mustard plaster and a firm bandage..... T F

12. Safety practices are intended particularly for young children and elderly persons..... T F

13. Carbon monoxide gas is a safety hazard because it cannot be detected by its odor..... T F

14. A car can be started safely in a garage if the garage doors are left slightly ajar..... T F

15. Placing a rubber mat in the bathtub is a good way to avoid serious falls..... T F

16. Most household accidents are preventable..... T F

17. Matches and burning cigarette stubs cause more fires than anything else..... T F

18. Artificial respiration should be given only in case of drowning..... T F

19. Small rugs placed on waxed floors tend to break a person's fall..... T F

20. A person using a penny to replace a blown fuse runs the risk of being electrocuted..... T F

21. An electric cord extending across a room should be placed under the carpeting, or suspended on metal hooks to prevent falls..... T F

22. In the prone pressure method of artificial respiration, the down stroke is slow..... T F

23. When bleeding comes from a vein, the blood flows in spurts..... T F

24. Accumulated rubbish and litter contribute to many home fires..... T F

25. If properly labeled, harmful medicines can be safely kept where they are accessible to all members of the household..... T F

10. It is safe to use matches to locate a gas leak in a dark basement, provided they are extinguished before they are thrown away..... T F

11. The best treatment for a sprain is application of a mustard plaster and a firm bandage..... T F

12. Safety precautions are intended particularly for young children and elderly persons..... T F

13. Carbon monoxide gas is a safety hazard because it cannot be detected by its odor..... T F

14. A car can be started safely in a garage if the garage doors are left slightly ajar..... T F

15. Placing a rubber mat in the bathtub is a good way to avoid serious falls..... T F

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22. In the prone pressure method of artificial respiration, the down stroke is slow..... T F

23. When bleeding comes from a vein, the blood flows in spurts..... T F

24. Accumulated rubbish and litter contribute to many home fires..... T F

25. If properly labeled, harmful medicines can be safely kept where they are accessible to all members of the household..... T F

Part II

Directions: In each of the following groups of items, select the words under B which complete correctly the statements under A. Indicate your choice by writing in the parenthesis at the right of the word, the number of the blank where it belongs. An example follows:

A	B
Of several methods which can be used to restore normal breathing in case of asphyxiation, the 1_____ prone pressure method is considered the best.	Sheffield.....( )
	Schafer.....(1)
	Silvester.....( )

A	B
1. A tourniquet should be released every 15 minutes to prevent 1_____.	asphyxiation.....( )
	gangrene.....( )
2. About one half of the accidents in the home are caused by 2_____.	tetanus.....( )
	falls.....( )
3. A leaking gas burner may cause 3_____.	poisons.....( )
	burns.....( )
4. Fireworks should be handled with care because 4_____ may result even from a small powder burn.	swelling.....( )
	convulsions.....( )
5. The chief danger from small cuts and scratches is 5_____.	bleeding.....( )
	infection.....( )

Part II

Directions: In each of the following groups of items, select the words under B which correctly complete the statements under A. Indicate your choice by writing in the parentheses at the *right* of the word, the number of the blank where it belongs. An example follows:

A	B
Of several methods which can be used to restore normal breathing in case of asphyxiation, the I_____ prone pressure method is considered the best.	Sheffield.....( ) Sohster.....(1) Silvester.....( )

A	B
1. A tourniquet should be released every 15 minutes to prevent I_____.	asphyxiation.....( ) gangrene.....( )
2. About one half of the accidents in the home are caused by 2_____.	tetanus.....( ) falls.....( )
3. A leaking gas burner may cause 3_____.	poisons.....( ) burns.....( )
4. Fireworks should be handled with care because 4_____ may result even from a small powder burn.	swelling.....( ) convulsions.....( )
5. The chief danger from small cuts and scratches is 5_____.	bleeding.....( ) infection.....( )

A	B
1. Small rugs should always be 1_____ to avoid falls.	insulated.....( )
2. Firearms should be 2_____ before they are stored away.	removed.....( )
3. Electric wiring is a safety hazard if it is not proper-lt 3_____.	stored.....( )
4. Insecticides may cause serious accidents if not safely 4_____.	sealed.....( )
5. Broken steps may cause broken bones if not 5_____ without delay.	anchored.....( )
	unloaded.....( )
	cleaned.....( )
	repaired.....( )
	disconnected.....( )
	tested.....( )

A	B
1. Using 1_____ to put out a fire in grease or oil is dangerous because it will cause the flames to scatter.	large wooden box ( )
2. A 2_____ helps to make a stairway safe.	candle.....( )
3. It is considered a safe practice to use a 3_____ when looking for something in a dark closet.	water.....( )
4. The best thing to use on icy walks to prevent falls is 4_____.	sand.....( )
5. The safest way to reach an article stored on a high shelf is to use a 5_____.	stepladder.....( )
	flashlight.....( )
	salt.....( )
	handrail.....( )
	chair.....( )
	carpet.....( )

A	B	
1. Small rugs should always be _____ to avoid falls.	insulated	( )
	removed	( )
2. Firearms should be _____ before they are stored away.	stored	( )
3. Electric wiring is a safety hazard if it is not proper-ly _____.	sealed	( )
	anchored	( )
4. Insecticides may cause se-rious accidents if not safe-ly _____.	unloaded	( )
	cleaned	( )
5. Broken steps may cause bro-ken bones if not _____ without delay.	repaired	( )
	disconnected	( )
	tested	( )

A	B	
1. Using _____ to put out a fire in grease or oil is dangerous because it will cause the flames to scatter.	large wooden box	( )
	candle	( )
	water	( )
2. A _____ helps to make a stairway safe.	sand	( )
3. It is considered a safe prac-tice to use a _____ when looking for something in a dark closet.	explosive	( )
	flashlight	( )
	salt	( )
4. The best thing to use on icy walks to prevent falls is _____.	handrail	( )
	chair	( )
5. The safest way to reach an article stored on a high shelf is to use a _____.	carpet	( )

A	B
1. Connecting a defective electric plug while standing on a damp surface may cause 1_____.	chance.....( )
	inoculation.....( )
	sterilization....( )
2. 2_____ is an effective emetic.	dry heat.....( )
3. A scald is a burn caused by 3_____.	faulty acts.....( )
	fainting.....( )
4. Most accidents are due to 4_____.	electrocution....( )
5. The process by which a bandage is made free of living germs is 5_____.	lemon juice.....( )
	mustard and water( )
	hot liquid.....( )

A	B
1. 1_____ is a good antidote for iodine taken internally.	dizziness.....( )
	deformity.....( )
2. A punctured wound usually produces very little 2_____.	bleeding.....( )
3. One of the first symptoms to appear in mild cases of gas poisoning is 3_____.	Epsom salts.....( )
	white of egg.....( )
4. A frequent symptom of a simple fracture is 4_____ of the injured part.	pain.....( )
	mustard water....( )
5. 5_____ of the injured part is of primary importance in First Aid treatment of a sprain.	infection.....( )
	unconsciousness..( )
	elevation.....( )

A	B
1. Connecting a defective electric plug while standing on a damp surface may cause _1_____.	chance.....( )
	incoordination.....( )
	sterilization....( )
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	fainting.....( )
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	white of egg.....( )
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	mustard water....( )
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	unconsciousness..( )
	elevation.....( )

Part III

Directions: In the following multiple-choice items, select the ending which completes each statement correctly and write the number of your choice in the parenthesis at the right of the page. Note the example below:

It is dangerous to use a gas heater in a bedroom with closed windows because (1) the air will become hot and dry; (2) unpleasant odors will result; (3) escape of gas fumes may cause poisoning; (4) an explosion may occur.....(3)

1. The number of persons who received non-fatal injuries in home accidents during 1946 reached a total of nearly (1) fifty thousand; (2) two million; (3) five million; (4) eight million.....( )

2. The chief personal cause of fatal accidents in the home is (1) hurry; (2) physical handicaps; (3) fatigue; (4) poor judgment.....( )

3. Falls occur most frequently (1) in the kitchen; (2) on the porch; (3) on stairways; (4) in the basement.....( )

4. The best way to check a fire that is just starting is to (1) throw large quantities of water on it all at once; (2) throw water on it only a little at a time; (3) beat it out with a broom; (4) throw sand over the flames.....( )

5. If your clothing catches on fire, you should (1) run for help; (2) beat the flames out with your hands; (3) try to remove the burning clothing; (4) lie down on the floor and roll over until the fire is out.....( )

6. Home fires are often caused by (1) defective electric wiring; (2) low grade fuel oil for heating equipment; (3) matches kept in a metal box; (4) non-flammable cleaning fluids.....( )

7. The best care to give a person who has fainted is to (1) place him in a comfortable chair with his feet resting on a stool; (2) place him flat on his back with the head low; (3) slowly pour a stimulant down his throat; (4) rub his hands briskly.....( )

8. To prevent falls in your home, it is wise to (1) wax the floors heavily; (2) use a chair to reach high places; (3) put articles away after use; (4) store

Part III

mops, brooms, and other cleaning equipment on the basement stairway.....( )

9. Rags that contain paint should be kept in (1) the basement; (2) a metal container; (3) a kitchen closet; (4) a corner in the garage.....( )

10. The best way to treat a serious burn before the doctor's arrival is to (1) allow air to reach it; (2) cover it with vaseline and a bandage; (3) bathe it in a solution of baking soda and water; (4) soak it in strong tannic acid.....( )

11. A person who has swallowed poison should (1) get in bed and rest for several hours; (2) drink strong coffee; (3) take a laxative; (4) take mustard and water to induce vomiting.....( )

12. Splints are applied to fractured limbs to (1) reduce pain; (2) prevent the broken bones from moving; (3) reduce swelling; (4) make transportation of the victim easier.....( )

13. If a person has swallowed a strong acid, (1) force him to vomit as quickly as possible; (2) give him a large glass of orange juice to neutralize the acid; (3) make him drink milk or olive oil to dilute the poison; (4) make him lie down and rest until the doctor arrives.....( )

14. A good thing to do in case of a first degree burn is to (1) apply an antiseptic; (2) cover it with a dry bandage; (3) apply vaseline; (4) let it alone, for nature is the best healer.....( )

15. To check serious arterial bleeding from a wound below the elbow, the tourniquet should be applied (1) on the upper arm; (2) on the forearm below the cut; (3) at the wrist; (4) directly on the cut.....( )

16. The greatest number of deaths due to firearms occurs between the ages of (1) 6 to 14; (2) 15 to 24; (3) 25 to 40; (4) 45 to 60.....( )

17. The most important First Aid treatment to give a victim of asphyxiation who is also suffering from severe arterial bleeding is to (1) immediately apply artificial respiration; (2) immediately apply a tourniquet to check bleeding; (3) cover the victim to keep him warm; (4) use aromatic spirits of ammonia to revive him.....( )

18. To reduce the number of household accidents, each home should have (1) well lighted stairways; (2) several electric appliances plugged in the same outlet; (3) poisons well labeled and stored on the lowest shelf of the medicine cabinet so that the labels can be easily read; (4) inflammable fluids stored at the base of the cellar stairway.....( )

19. The greatest number of accidental deaths occurs (1) in industrial plants; (2) in the home; (3) in school; (4) on railroads.....( )

20. The safest fluid to use for dry cleaning at home is (1) gasoline; (2) naphtha; (3) benzine; (4) any effective cleaner that is non-flammable.....(.)

21. If a serious fire starts in your home while your parents are out, the first thing to do is to (1) run to your neighbor for help; (2) try to put the fire out yourself; (3) run for the police; (4) reach the nearest fire box and sound the alarm.....( )

22. If a person who has fractured his leg must be transported, the most important thing to do is to (1) immobilize the broken bone; (2) give the patient a stimulant; (3) wrap a blanket around him to keep him warm; (4) allay his fears.....( )

23. If you spill lye on your hand, you should immediately (1) plunge it into water; (2) apply tannic acid; (3) apply a thick layer of vaseline; (4) cover it with a bandage soaked in olive oil.....( )

24. Porcelain electric fixtures should be used in the bathroom and laundry because (1) they are easier to keep clean; (2) they cost less than the metal fixtures; (3) they are more durable and look better; (4) they do not conduct electricity.....( )

25. When using a cleaning fluid, you should open the windows to provide plenty of air because (1) fresh air will quickly remove disagreeable odors; (2) better circulation of air will cause more rapid evaporation of the fluid from the garment; (3) there will be less danger of explosion; (4) the draft thus produced will dispel poisonous fumes.....( )

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Part IV

Directions: In the following groups of items, write in the parenthesis at the right of each statement under B, the number indicating the item under A which matches it. See the example given below:

A	B
(1) Iodine	1. The body's defense against infection.....(3)
(2) Aromatic spirits of ammonia	2. An injury in which the skin is not broken.....(4)
(3) White corpuscles	3. A substance that is helpful in treating for fainting....(2)
(4) Bruise	
(5) Punctured wound	
(6) Red corpuscles	

A	B
(1) Shock	1. Temporary loss of consciousness due to lack of blood in the brain.....( )
(2) Second degree burn	2. A condition in which the oxygen carrying power of the red blood cells has been greatly reduced.....( )
(3) Blood poisoning	3. A condition in which the functions of the body are generally depressed.....( )
(4) Cramps	4. A heat injury which the First Aider should never treat with oil or ointment.....( )
(5) Fainting	5. An injury caused by heat which merely reddens the skin.....( )
(6) First degree burn	
(7) Third degree burn	
(8) Suffocation	

Part IV

Directions: In the following groups of items, write in the parenthesis at the right of each statement under B, the number indicating the item under A which matches it. See the example given below:

A	B
(1) Iodine	1. The body's defense against infection.....(3)
(2) Arsenic spirits of ammonia	2. An injury in which the skin is not broken.....(4)
(3) White corpuscles	3. A substance that is helpful in treating for taints....(2)
(4) Sutures	
(5) Punctured wound	
(6) Red corpuscles	

A	B
(1) Shock	1. Temporary loss of consciousness due to lack of blood in the brain.....( )
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(7) Third degree burn	
(8) Suffocation	5. An injury caused by heat which merely reddens the skin.....( )

A	B
(1) Greenstick fracture	1. A broken bone with a wound extending to the surface....( )
(2) Sprain	2. Injury to a muscle or tendon due to exertion.....( )
(3) Compound fracture	3. An injury which causes bleeding.....( )
(4) Incised wound	4. Violent twisting of a joint in which the bones are forced out of place momentarily....( )
(5) Bruise	5. A burn which injures the lower layer of the skin and causes blisters.....( )
(6) Strain	
(7) Second degree burn	
(8) Third degree burn	

A	B
(1) Emetic	1. A substance which destroys bacteria or prevents their growth.....( )
(2) Simple fracture	2. Severe loss of blood.....( )
(3) Antidote	3. An incomplete break in a bone.....( )
(4) Greenstick fracture	4. A substance used to counteract a poison.....( )
(5) Antiseptic	5. A bone thrown out of joint..( )
(6) Hemorrhage	
(7) Dislocation	
(8) Strain	

A	B
(1) Pneumatic fracture	1. A broken bone with a wound extending to the surface....( )
(2) Sprain	2. Injury to a muscle or tendon due to exertion.....( )
(3) Compound fracture	3. An injury which causes bleeding.....( )
(4) Incised wound	4. Violent twisting of a joint in which the bones are forced out of place momentarily....( )
(5) Bruise	
(6) Strain	5. A burn which injures the lower layer of the skin and causes blisters.....( )
(7) Second degree burn	
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A	B
(1) Emetic	1. A substance which destroys bacteria or prevents their growth.....( )
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(5) Antiseptic	4. A substance used to counteract a poison.....( )
(6) Hemorrhage	
(7) Dislocation	5. A bone thrown out of joint..( )
(8) Strain	

A	B
(1) Disorder	1. A dangerous substance to use for household purposes.....( )
(2) Large heavy rugs	2. A cause of many serious falls.....( )
(3) Unsteady step-ladder	3. A frequent cause of accidents in the kitchen.....( )
(4) Ammonia	4. An electric hazard present in many homes.....( )
(5) Gasoline	5. The most frequent mechanical cause of home accidents.....( )
(6) Toaster	
(7) Frayed electric cords	
(8) Sharp knives	

A	B
(1) Excelsior	1. A personal attitude often responsible for accidents...( )
(2) Emetic	2. A possible cause of spontaneous combustion.....( )
(3) Oily rags	3. To be handled with great care at all times.....( )
(4) Carelessness	4. A dangerous substance to use for starting a fire.....( )
(5) Firearms	5. Used to force the stomach to expel its contents.....( )
(6) Kerosene	
(7) Antidote	
(8) Fear	

Score..... Rank in class..... Mark.....

A	B
(1) Disorder	1. A dangerous substance to use for household purposes.....( )
(2) Large heavy rugs	2. A cause of many serious falls.....( )
(3) Unsteady step-ladder	3. A frequent cause of accidents in the kitchen.....( )
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A	B
(1) Excelsior	1. A personal attitude often responsible for accidents...( )
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(3) Oily rags	2. A possible cause of spontaneous combustion.....( )
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(5) Firearms	
(6) Kerosene	4. A dangerous substance to use for starting a fire.....( )
(7) Antidote	5. Used to force the stomach to expel its contents.....( )
(8) Tear	

Score..... Rank in class..... Mark.....

CHAPTER III

EVALUATION OF PUPIL GROWTH

Results of teaching a unit in Home Safety by the unit method.-- At the end of the introductory phase of the unit, a Picturol entitled Are You Safe At Home?[1] was shown after each pupil had received a list of questions intended to provoke thought and arouse further interest in the unit.

The laboratory phase opened with a brief review of instructions in the use of the general study and activity guide and reference materials. Explanation of the classroom procedure to be followed throughout the study of the unit was also given at this time.

A record of the teacher's observations of the students' work was kept daily during the entire unit. The new system appealed to the pupils from the start. Increase of interest and industry, especially among pupils who had been previously apathetic to any kind of school work, was a totally unexpected result. To the teacher, somewhat dubious as to the effectiveness of the unit method with certain types of pupils, the reaction of the group in general was a revelation. Students no longer had to be urged to work. Immediately upon entering the classroom, they secured their work envelopes and reference materials, and proceeded to complete their assign-

1/ Society For Visual Education, Incorporated, Chicago, Illinois.

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ments without delay. The economy of time thus effected enabled the teacher to observe more closely the progress of each student, and to provide more efficiently for individual differences. The laboratory phase extended over a period of eleven days, the last four days being reserved for the practice of First Aid techniques. During the latter part of this phase, a group of advanced students was selected to make preparations for the pooling and sharing of experiences.

The third phase included individual and committee reports, group discussions, and demonstration of First Aid skills acquired during the laboratory period. A motion picture on the control of bleeding,[1/] shown at this time, provided an excellent review of methods for checking bleeding in various types of accidents. A class summary by the teacher brought the study of the unit to a close.

Estimating pupil growth.-- The pupils showed progress in various ways. The freedom which they experienced in planning their work, budgeting their time, and selecting optional related activities, helped them to acquire more self-reliance.

Closer attention to individual differences developed better understanding between teacher and pupils, and stimulated the students to do better work. As a consequence, both core and optional related activities showed a substantial increase in quality over the former type of class assignments.

1/ Eastman Classroom Films, First Aid - Control of Bleeding, Eastman Classroom Films, Rochester, New York. (Available on rental basis at Boston University, School of Education, Division of Teaching Aids.)

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Comparison of the results of the pre-test and the scores obtained on the final test, clearly indicate a marked improvement for all students after the study of the unit. Table 1, page 47, shows that all pupils made fewer errors in the final test. The pupils with the lowest scores on the pre-test, gained from 25 to 36 points on the final test. The pupils who scored favorably on the pre-test, gained from 23 to 31 points on the final test.

The educative growth that took place during the study of the unit is also evident in the comparison of the range of scores before teaching the unit, and the range of scores after teaching the unit, shown in Table 2, page 48. It will be noted that the mean obtained from the pre-test scores was increased by 28 points on the final test scores.

Each pupil's chronological age, intelligence quotient, reading comprehension, and scores obtained on both pre-test and final test, are shown in Table 3, page 49. Thus, it is possible to estimate at a glance whether the progress made measures up to native ability and mental maturity of the pupil.

The graph which appears on page 50 illustrates the gains made as a result of the study of the unit. The lowest score of the final test shows an increase of 30 points over the lowest score of the pre-test. The highest score of the final test surpasses the highest score of the pre-test by 24 points.

Table 4 and Table 5, pages 51 to 54, illustrate the relative growth of the class. Comparison of the mean, standard

deviation, and distribution of pupil growth, obtained from test results before and after the study of the unit, further indicates the learning that actually took place.

Pupil appraisal of the unit.-- At the completion of the unit, the pupils were requested to answer questions concerning their reactions to the new method of conducting classroom activities. Table 6, page 55, indicates that the majority of the students preferred the unit method to the formal type of teaching. The percentage of answers in favor of the unit for each question will be found in column (2).

In the second part of the questionnaire which appears in the Appendix, the pupils were given the opportunity to tell in their own way what they thought of the new method. Some of their comments follow:

> I think the new way is more democratic than the old way because it allows more freedom in the classroom.
>
> I like the new method because it gives the teacher more time to help each pupil.
>
> I liked the discussion periods because all the pupils and the teacher worked together to solve problems and clear points that were not understood.
>
> I found it interesting to choose my own related activities.
>
> The discussion periods were profitable because they helped me to understand the readings in the reference books.
>
> The exchange of ideas with my classmates was very helpful because I gained information I had overlooked in the books.
>
> Working with other girls in the class helped me to learn this unit in an easy and interesting way.

deviation, and distribution of pupil growth, obtained from test results before and after the study of the unit, further indicates the learning that actually took place.

Pupil appraisal of the unit.-- At the completion of the unit, the pupils were requested to answer questions concerning their reactions to the new method of conducting classroom activities. Table 8, page 88, indicates that the majority of the students preferred the unit method to the formal type of teaching. The percentage of answers in favor of the unit for each question will be found in column (3).

In the second part of the questionnaire which appears in the Appendix, the pupils were given the opportunity to tell in their own way what they thought of the new method. Some of their comments follow:

> I think the new way is more democratic than the old way because it allows more freedom in the classroom.
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> I like the new method because it gives the teacher more time to help each pupil.
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> I liked the discussion periods because all the pupils and the teacher worked together to solve problems and clear points that were not understood.
>
> I found it interesting to choose my own related activities.
>
> The discussion periods were profitable because they helped us to understand the readings in the reference books.
>
> The exchange of ideas with my classmates was very helpful because I gained information I had overlooked in the books.
>
> Working with other girls in the class helped me to learn this unit in an easy and interesting way.

Table 1. Initial Score, Final Score, and Gains Made by Each Pupil on Test.

Pupil	Initial Score	Final Score	Points Gained
(1)	(2)	(3)	(4)
1	50	77	27
2	52	76	24
3	53	79	26
4	58	86	28
5	63	92	29
6	56	87	31
7	49	74	25
8	46	78	32
9	51	81	30
10	45	73	28
11	38	68	30
12	55	81	26
13	62	85	23
14	53	81	28
15	51	82	31
16	60	88	28
17	65	89	24
18	30	60	30
19	42	78	36
20	60	85	25
21	54	78	24
22	54	82	28
23	50	84	34
24	43	73	30
25	71	95	24

Table 1. Initial Score, Final Score, and Gains Made by Each Pupil on Test.

Pupil	Initial Score	Final Score	Points Gained
(1)	(2)	(3)	(4)
1	80	77	27
2	82	78	24
3	83	79	28
4	83	86	26
5	83	93	28
6	88	87	31
7	48	74	28
8	48	78	32
9	81	81	30
10	45	73	28
11	38	88	30
12	55	81	26
13	82	85	33
14	83	81	28
15	81	88	31
16	80	88	28
17	85	89	24
18	30	80	30
19	42	78	36
20	80	85	25
21	84	78	24
22	84	82	28
23	80	84	34
24	43	73	30
25	71	85	24

Table 2. Range of Scores Before and After Teaching the Unit.

Pre-Test Scores (1)	Final Test Scores (2)
71	95
65	92
63	89
62	88
60	87
60	86
58	85
56	85
55	84
54	82
54	82
53	81
53	81
52	81
51	79
51	78
50	78
50	78
49	77
46	76
45	74
43	73
42	73
38	68
30	60

Highest Score - 71	Highest Score - 95
Lowest Score - 30	Lowest Score - 60
Range - 42	Range - 36
Mean - 52	Mean - 80

Table 5. Range of Scores Before and After Teaching the Unit.

Pre-Test Scores (1)	Final Test Scores (2)
71	95
85	92
83	89
82	88
80	87
80	86
78	85
78	85
78	84
84	82
84	82
80	81
78	81
78	81
74	79
82	79
80	78
80	78
42	77
46	76
45	74
43	73
42	73
38	68
30	60

Highest Score - 71 Highest Score - 95

Lowest Score - 30 Lowest Score - 60

Range - 42 Range - 35

Mean - 82 Mean - 80

Table 3. Age, Intelligence Quotient, Reading Comprehension, Initial Score on Test, Final Score on Test for Each Pupil.

Pupil	Age	Intelligence Quotient a/	Reading Comprehension b/	Initial Score on Test	Final Score on Test
(1)	(2)	(3)	(4)	(5)	(6)
1	15-8	108	52	50	77
2	15-9	109	50	52	76
3	17-3	94	49	53	79
4	15-9	114	47	58	86
5	15-10	130	90	63	92
6	15-9	109	65	56	87
7	15-9	102	19	49	74
8	16-7	102	25	46	78
9	15-0	112	58	51	81
10	15-1	98	25	45	73
11	15-11	82	16	38	68
12	15-10	114	31	55	81
13	15-11	112	53	62	85
14	15-10	120	57	53	81
15	15-6	112	60	51	82
16	16-3	105	40	60	88
17	15-6	129	82	65	89
18	16-0	88	18	30	60
19	15-11	105	25	42	78
20	15-7	116	62	60	85
21	15-6	127	70	54	78
22	15-11	115	84	54	82
23	14-11	114	70	50	84
24	15-10	93	27	43	73
25	15-7	126	70	71	95

a/ These figures are based on the Revised Stanford-Binet Tests of Intelligence.

b/ Based on the Revised New England Norms for the Educational Diagnostic Battery of the Boston University School and College Relations Cooperative Guidance and Testing Service, 1946-1947, Grade 8.

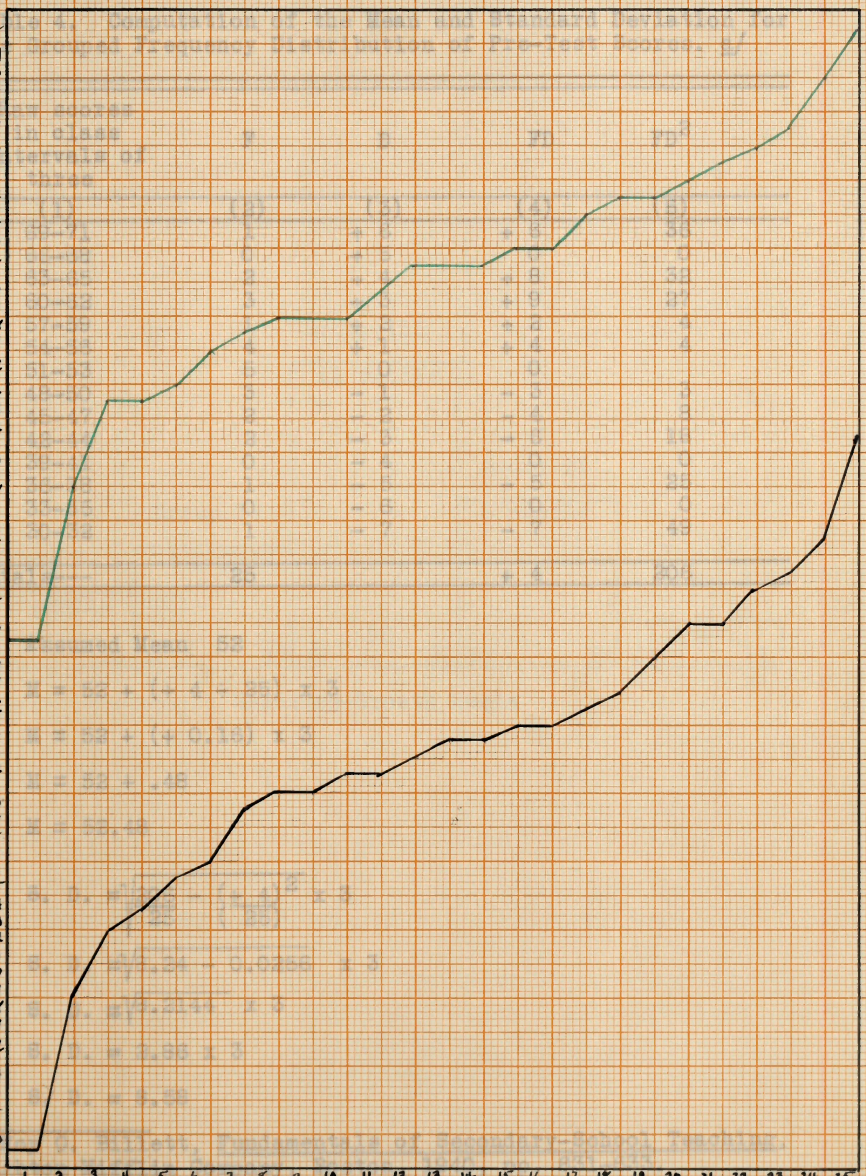
Table 3. Age, Intelligence Quotient, Reading Comprehension, Initial Score on Test, Final Score on Test for Each Pupil.

Pupil	Age	Intelligence Quotient a/	Reading Comprehension a/	Initial Score on Test	Final Score on Test
(1)	(2)	(3)	(4)	(5)	(6)
1	15-8	108	82	70	77
2	15-8	106	80	82	76
3	17-3	94	42	86	92
4	15-8	114	47	78	80
5	15-10	130	80	85	84
6	15-8	103	85	68	87
7	15-8	102	10	48	74
8	15-7	108	28	46	78
9	15-0	112	88	81	81
10	15-1	88	28	45	73
11	15-11	82	18	38	88
12	15-10	114	81	68	81
13	15-11	118	88	88	86
14	15-10	120	87	82	81
15	15-6	118	80	81	82
16	15-8	108	40	30	88
17	15-8	128	82	88	89
18	15-0	88	18	30	80
19	15-11	108	28	48	78
20	15-7	118	82	80	85
21	15-8	127	70	84	78
22	15-11	118	84	84	82
23	14-11	114	70	80	84
24	15-10	82	47	72	78
25	15-7	128	70	71	82

a/ These figures are based on the Revised Stanford-Binet Tests of Intelligence.

b/ Based on the Revised New England Norms for the Educational Diagnostic Battery of the Boston University School and College Relations Cooperative Guidance and Testing Service, 1942-1947, Grade 8.

GRAPH ILLUSTRATING DIFFERENCE IN RANGE OF INITIAL SCORES AND FINAL SCORES ON TEST



KEUFFEL & ESSER CO., N. Y. NO. 359-11
10 × 10 to the half inch, 10th lines heavy.
Engraving, 7 × 10 in.
MADE in U. S. A.

GRAPH ILLUSTRATING DIFFERENCE IN RANGE OF INITIAL SCORES AND FINAL SCORES ON TEST

Table 4. Computation of the Mean and Standard Deviation for the Grouped Frequency Distribution of Pre-Test Scores. a/

Raw scores in class intervals of three	F	D	FD	FD^2
(1)	(2)	(3)	(4)	(5)
69-71	1	+ 6	+ 6	36
66-68	0	+ 5	0	0
63-65	2	+ 4	+ 8	32
60-62	3	+ 3	+ 9	27
57-59	1	+ 2	+ 2	4
54-56	4	+ 1	+ 4	4
51-53	5	0	0	
48-50	3	- 1	- 3	3
45-47	2	- 2	- 4	8
42-44	2	- 3	- 6	18
39-41	0	- 4	0	0
36-38	1	- 5	- 5	25
33-35	0	- 6	0	0
30-32	1	- 7	- 7	49
Totals---	25		+ 4	206

Assumed Mean 52

$M = 52 + (+ 4 \div 25) \times 3$

$M = 52 + (+ 0.16) \times 3$

$M = 52 + .48$

$M = 52.48$

$$S.\ D. = \sqrt{\frac{206}{25} - \left(\frac{+ 4}{25}\right)^2} \times 3$$

$S.\ D. = \sqrt{8.24 - 0.0256} \times 3$

$S.\ D. = \sqrt{8.2144} \times 3$

$S.\ D. = 2.86 \times 3$

$S.\ D. = 8.58$

a/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, pp. 631-633.

Boston University
School of Education
Library

Table 4. Computation of the Mean and Standard Deviation for the Grouped Frequency Distribution of Pre-Test Scores. 1/

Raw scores in class interval of three (1)	f (2)	D (3)	fD (4)	fD^2 (5)
88-91	1	+ 5	+ 5	25
85-87	0	+ 4	0	0
82-84	3	+ 3	+ 9	27
79-81	3	+ 2	+ 6	12
76-78	1	+ 1	+ 1	1
73-75	4	0	0	0
70-72	3	- 1	- 3	3
67-69	2	- 2	- 4	8
64-66	2	- 3	- 6	18
61-63	0	- 4	0	0
58-60	1	- 5	- 5	25
55-57	0	- 6	0	0
52-54	1	- 7	- 7	49
Totals---	25		+ 4	208

Assumed Mean 73

$$M = 73 + (+ 4 \div 25) \times 3$$

$$M = 73 + (+ 0.16) \times 3$$

$$M = 73 + .48$$

$$M = 73.48$$

$$S.\ D. = \sqrt{\frac{208}{25} - \left(\frac{+ 4}{25}\right)^2} \times 3$$

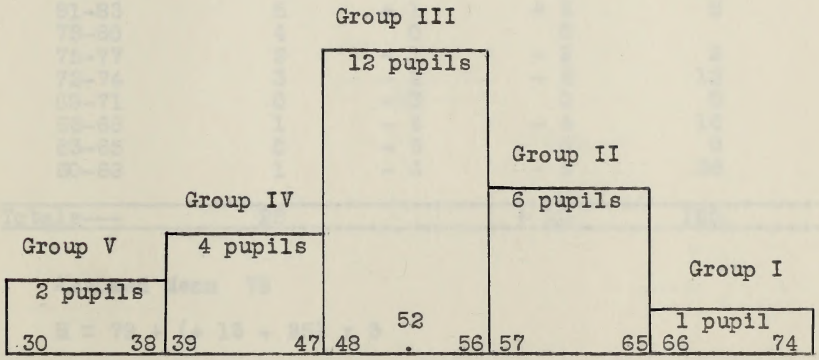
$$S.\ D. = \sqrt{8.32 - 0.0256} \times 3$$

$$S.\ D. = \sqrt{8.2944} \times 3$$

$$S.\ D. = 2.88 \times 3$$

$$S.\ D. = 8.64$$

1/ Roy O. Billett, Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Boston, 1940, pp. 831-833.



Relative-Growth Scale

Relative-Growth Scale

Table 5. Computation of the Mean and Standard Deviation for the Grouped Frequency Distribution of Final Test Scores. a/

Raw scores in class intervals of three	F	D	FD	FD^2
(1)	(2)	(3)	(4)	(5)
93-95	1	+ 5	+ 5	25
90-92	1	+ 4	+ 4	16
87-89	3	+ 3	+ 9	27
84-86	4	+ 2	+ 8	16
81-83	5	+ 1	+ 5	5
78-80	4	0	0	
75-77	2	- 1	- 2	2
72-74	3	- 2	- 6	12
69-71	0	- 3	0	0
66-68	1	- 4	- 4	16
63-65	0	- 5	0	0
60-62	1	- 6	- 6	36
Totals---	25		+ 13	155

Assumed Mean 79

$M = 79 + (+ 13 \div 25) \times 3$

$M = 79 + (+ 0.52) \times 3$

$M = 79 + 1.56$

$M = 80.56$

$$S.\ D. = \sqrt{\frac{155}{25} - \left(\frac{+ 13}{25}\right)^2} \times 3$$

$$S.\ D. = \sqrt{6.2 - 0.2704} \times 3$$

$$S.\ D. = \sqrt{5.9296} \times 3$$

$S.\ D. = 2.45 \times 3$

$S.\ D. = 7.35$

a/ Roy O. Billett, loc. cit.

Table 8. Computation of the Mean and Standard Deviation for the Grouped Frequency Distribution of Final Test Scores. 1/

Raw scores in class interval of three	f	D	fD	fD^2
(1)	(2)	(3)	(4)	(5)
95-97	1	+ 5	+ 5	25
92-94	1	+ 4	+ 4	16
89-91	3	+ 3	+ 9	27
86-88	4	+ 2	+ 8	16
83-85	5	+ 1	+ 5	5
80-82	4	0	0	
77-79	3	- 1	- 3	3
74-76	3	- 2	- 6	12
71-73	0	- 3	0	0
68-70	1	- 4	- 4	16
65-67	0	- 5	0	0
62-64	1	- 6	- 6	36
Totals---	25		+ 13	156

Assumed Mean 79

$$M = 79 + (+ 13 \div 25) \times 3$$

$$M = 79 + (+ 0.52) \times 3$$

$$M = 79 + 1.56$$

$$M = 80.56$$

$$S. D. = \sqrt{\frac{156}{25} - \left(+ \frac{13}{25}\right)^2} \times 3$$

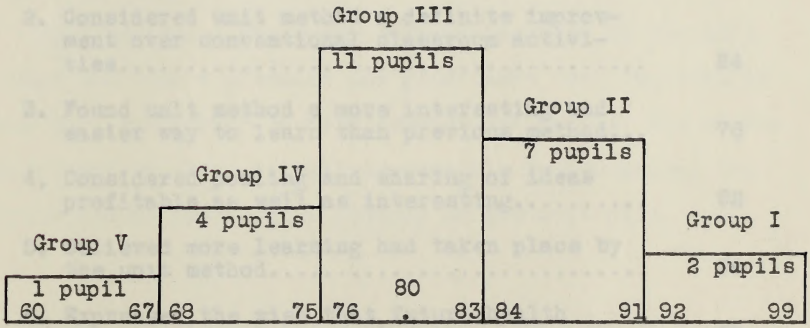
$$S. D. = \sqrt{6.24 - 0.2704} \times 3$$

$$S. D. = \sqrt{5.9696} \times 3$$

$$S. D. = 2.45 \times 3$$

$$S. D. = 7.35$$

1/ Roy O. Billett, Iow. cit.


Group III
11 pupils
Group II
7 pupils
Group IV
4 pupils
Group I
2 pupils
Group V
1 pupil
60 67 68 75 76 80 83 84 91 92 99
Relative-Growth Scale

Group III
11 pupils
Group II
7 pupils
Group IV
4 pupils
Group I
2 pupils
Group V
1 pupil
80
80 87 88 78 78 83 84 31 93 99
Relative-Growth Scale

Table 6. Reactions of Pupils to the Unit Method, Expressed in Percentages.

Pupil Reactions to Unit Method	Percentages
1. Preferred unit method to former type of classroom activities.....	80
2. Considered unit method a definite improvment over conventional classroom activities.....	84
3. Found unit method a more interesting and easier way to learn than previous method...	76
4. Considered pooling and sharing of ideas profitable as well as interesting.....	92
5. Believed more learning had taken place by the unit method.....	56
6. Expressed the wish that future health classes would be conducted the new way.....	80
7. Liked the new way well enough to desire its use in other school subjects.....	80

Table 8. Reactions of Pupils to the Unit Method, Expressed in Percentages.

Pupil Reactions to Unit Method	Percentages
1. Preferred unit method to former type of classroom activities.....	80
2. Considered unit method a definite improvement over conventional classroom activities.....	86
3. Found unit method a more interesting and easier way to learn than previous method...	78
4. Considered pooling and sharing of ideas profitable as well as interesting.....	82
5. Believed more learning had taken place by the unit method.....	88
6. Expressed the wish that future health classes would be conducted the new way.....	80
7. Liked the new way well enough to desire its use in other school subjects.....	80

Comments on optional related activities.-- The majority of the students showed much interest in the optional related activities. The First Aid activities were particularly popular. Many pupils obtained the teacher's approval to demonstrate First Aid techniques. Others preferred writing essays, planning charts, or making group reports and summaries. Samples of optional related activities will be found in the Appendix, from page 58 to page 70 inclusive.

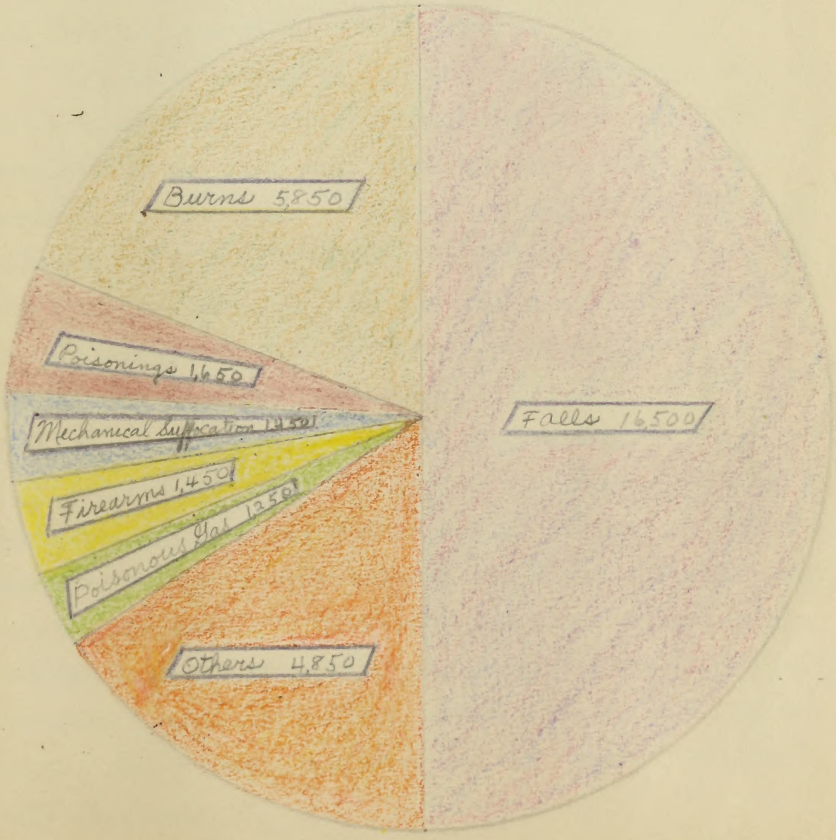
Conclusion.-- The experience of teaching by the unit method has been a pleasant and profitable one. The results have been gratifying to both teacher and pupils. The writer hopes that in time, it will be possible to reorganize the entire health instruction program on the unit plan.

APPENDIX

APPENDIX

Samples of Activities Submitted by Pupils

HOME ACCIDENTS IN 1947



Alice Medeiros

Phyllis Ferguson April 8, 1948

The National Safety Council

The National Safety Council is an association of volunteer safety workers, organized on a non-commercial, non-profit, non-political basis. It is called the "hub of the safety movement in America". Its purpose is to reduce the number of accidents in home, school, industry, traffic, and transportation all over the country.

To promote safety, it collects and distributes statistical facts and other information concerning accidents. This information is not guesswork. It is the result of constant research by its own staff of workers and many others. The Council uses the data thus obtained to show how, when, and where the accidents occur, and how they can be prevented. Through the concerted efforts of the Council's headquarters, regional office, and state and local units, an effective program of accident prevention is maintained continuously.

To interest people in safety in all fields, the Council publishes magazines for farmers, office workers, industrial workers, traffic leaders, drivers, and schools. The combined monthly circulation of these publications is approximately 650,000 copies. Besides these magazines, the Council also distributes thousands of letters, safety posters, safety calenders, films, reports, publishes "Accident Facts", and gives radio programs.

The members of the Council are organizations, companies,

and individuals interested in safety. The Council has now more than 7,500 organizations and 12,000,000 persons enrolled as members. The Trustees, a Board of Directors, and an Executive Board govern the Council and its numerous Sectional Committees.

The National Safety Council receives no money from city, state, or federal governments, nor does it produce, sell, test, or approve any safety equipment. Funds are secured through membership dues, purchases of safety materials published by the organization, and occasional public contributions. These funds are used to further the cause of safety throughout the United States.

The Council's plans for the future include a gradual increase in membership and expansion of activities for the promotion of safety in America.

Lucille Roux April 12, 1948

Safety During the Christmas Season

Numerous accidents take place during the Christmas season. Most of them could be avoided if people were more cautious and thoughtful. The following suggestions may help you to spend a safer and happier Yuletide holiday.

1. Avoid crowds when doing Christmas shopping.
2. Shop for safe gifts.
3. Stand the tree on a firm and safe base.
4. When decorating the tree, use a firm stepladder to reach the top.
5. Use electrical equipment that has been tested to light the tree. Never use candles.
6. Do not run the connecting wires on the floor where people may trip over them.
7. Use only fireproof decorations.
8. Dispose of boxes and gift wrappings as soon as gifts have been opened.
9. Also dispose of the tree as soon as possible, as it dries quickly and is a fire hazard.
10. Avoid rush and excitement. Accidents often happen because of too much confusion.

Lucille Roux April 13, 1958

Safety During the Christmas Season

Numerous accidents take place during the Christmas season. Most of them could be avoided if people were more cautious and thoughtful. The following suggestions may help you to spend a safer and happier Yuletide holiday.

1. Avoid crowds when doing Christmas shopping.
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9. Also dispose of the tree as soon as possible, as it dries quickly and is a fire hazard.
10. Avoid rush and excitement. Accidents often happen because of too much confusion.

Barbara Goldstein April 9, 1948

A Stitch in Time

Many serious accidents could be prevented if people were more safety-minded. Removing safety hazards, and being careful in all one does is essential to safety in the home. The following examples illustrate how faulty acts often cause much trouble.

1. Mary Ellen fell in the bathtub a few days ago while trying to stand up. As there was nothing she could use to steady her foothold, she slipped and injured her back. This accident could have been prevented easily by placing a rubber mat in the bottom of the tub at very little cost.

2. Little Nan Smith wanted to get some cookies which were on the top shelf in the kitchen. Seeing no other method of climbing up to reach them, she used the nearest chair. This chair was old and unsteady. Consequently, when Nan stood on it, it fell over. Luckily, she received only a bruise. A far more serious accident could have happened. A sturdy stepladder and a little common sense would have eliminated this mishap.

3. John Brown's little sister left her toys on the cellar steps. Since John did not see them he took a headlong fall to the bottom of the stairs. He suffered a very bad fracture,all because his little sister forgot to put her toys away.

4. In the Lane household, they did not believe it was necessary to anchor small rugs. When one of their friend's little boy came to visit them, he received a serious injury

Barbara Goldsboro April 3, 1949

A Stitch in Time

Many serious accidents could be prevented if people were more safety-minded. Removing safety hazards, and being careful in all one does is essential to safety in the home. The following examples illustrate how lack of safety sole often causes much trouble.

1. Mary Allen fell in the bathtub a few days ago while trying to stand up. As there was nothing she could use to steady her foothold, she slipped and injured her back. This accident could have been prevented easily by placing a rubber mat in the bottom of the tub at very little cost.

2. Little Ben Smith wanted to get some cookies which were on the top shelf in the kitchen. Seeing no other method of climbing up to reach them, she used the nearest chair. This chair was old and unsteady. Consequently, when Ben stood on it, it fell over. Luckily, she received only a bruise. A far more serious accident could have happened. A sturdy stepladder and a little common sense would have eliminated this mishap.

3. John Brown's little sister left her toys on the cellar steps. Since John did not see them he took a headlong fall to the bottom of the stairs. He suffered a very bad fracture, all because his little sister forgot to put her toys away.

4. In the Lane household, they did not believe it was necessary to anchor small rugs. When one of their friend's little boy came to visit them, he received a serious injury

because he tripped over a rug, and in falling, struck his head on the corner of a coffee table. Either anchoring the rug or placing a rubber mat underneath it would have saved this child from injury and pain.

5. The back porch steps in the Green household were in need of repair, but no one had ever taken much time to notice them. It was not until their son Tommy fell and broke his leg that they had them repaired. If this had been done on time, Tommy would be running and playing with his friends.

6. The children of the neighborhood liked to roller-skate in front of Jane's house. One day a bottle was dropped and broken on the cement walk. No one bothered to pick it up until one of the little girls fell while roller-skating and cut her legs. It would have been little trouble to remove the hazard and prevent this accident.

7. Johnny, while playing in the kitchen, came across a box of matches. Of course, he started to light them, but his mother came in just in time to prevent what might have been a large fire. Never keep matches within the reach of small children.

8. While Mrs. Clark was lining the lower kitchen shelves, she forgot some thumb tacks on the floor. Consequently, when her little boy came in barefoot and accidently stepped on the tacks, there were tears and much confusion. Poor Bobby paid dearly for his mother's carelessness.

9. The telephone rang while Sally was ironing a very pretty

dress. She ran to take the call, forgetting to place the iron on its metal base. Now Sally must wear her favorite dress with a very conspicuous patch.

Remember that little acts of carelessness may cause big troubles. "An ounce of prevention is worth a pound of cure."

dress. She ran to take the call, forgetting to place the iron on its metal base. Now Sally must wear her favorite dress with a very conspicuous patch.

Remember that little note of carelessness may cause big trouble. "An ounce of prevention is worth a pound of cure."

Mary Elizabeth Conroy April 12, 1948

Reducing the Accident Toll in the Home

In order to reduce the number of accidents in the home, all members of the household must be cautious and watchful every day of the year.

To prevent falls, a sturdy stepladder should be used to get objects on top shelves. It is dangerous to stand on boxes or the edge of a drawer to reach high places. All steps and hallways must be well lighted and free from toys or other articles. Many serious home accidents occur every year because of poor lighting and objects left where people do not expect to find them.

In the kitchen, the linoleum must be kept clean and not highly waxed. Wet or greasy kitchen floors cause many bad falls. Burns and scalds are of common occurrence in the kitchen. Children must be taught to keep away from the stove. If possible, they should be kept out of the kitchen until meals are cooked and ready to serve. The stove must be placed no nearer than 12 to 18 inches from the window. It is wise to keep kettles containing hot liquids at the rear of the stove to avoid scalds. Matches should be kept in a fireproof container, or better still, safety matches should be used.

Sharp tools are another source of danger because many people do not know how to handle them properly, or because they use them carelessly. Wise mothers keep sharp knives and scissors in a special holder where children cannot reach them.

Mary Elizabeth Conroy April 13, 1948

Reducing the Accident Toll in the Home

In order to reduce the number of accidents in the home, all members of the household must be cautious and watchful every day of the year.

To prevent falls, a sturdy stepladder should be used to get objects on top shelves. It is dangerous to stand on boxes or the edge of a drawer to reach high places. All steps and hallways must be well lighted and free from toys or other articles. Many serious home accidents occur every year because of poor lighting and objects left where people do not expect to find them.

In the kitchen, the linoleum must be kept clean and not highly waxed. Wet or greasy kitchen floors cause many bad falls. Burns and scalds are of common occurrence in the kitchen. Children must be taught to keep away from the stove. If possible, they should be kept out of the kitchen until meals are cooked and ready to serve. The stove must be placed no nearer than 18 to 18 inches from the window. It is wise to keep kettles containing hot liquids at the rear of the stove to avoid scalds. Matches should be kept in a fireproof container, or better still, safety matches should be used.

Sharp tools are another source of danger because many people do not know how to handle them properly, or because they use them carelessly. Wise mothers keep sharp knives and scissors in a special holder where children cannot reach them.

Improper storage of dangerous substances such as insecticides and household poisons may result in home tragedy. In homes where there are small children, all poisons should be kept in locked closets. Turning on the light in the bathroom before taking medicine from the medicine cabinet is also a safety measure that would prevent many poisonings if it were always put into practice. Children must not be left alone in the bathroom, and all candy-covered laxatives or pills, as well as all dangerous medicines, should be kept out of their reach because children tend to put anything in the mouth.

Shutting off an electric pad before going to sleep, and avoiding smoking in bed are two safety practices well worth remembering. Electrocution and serious fires can thus be prevented.

Fire hazards often accumulate in attics and basements. It is wise to keep these places clear of rubbish, old magazines, and discarded furniture. Oily mops and rags should be kept in metal boxes or cans.

Everyone in the family must help to make the home safe, so remember not to be hasty or careless. Do your share to keep the house and yard clean and orderly, always placing objects where they belong after using them. Never take unnecessary chances. Remember that most home accidents are avoidable if the necessary precautions are taken.

Committee Report

Chairman - Irene Kabalkin

Alice Jussaume
Louise Magano
Dorothy Hardro
Elsie Butler

Summary of Home Safety Rules

A. Safety in the kitchen

1. Keep a stepladder on hand to use when reaching for objects on high shelves.
2. Keep knives and sharp equipment out of children's reach.
3. When using knives, cut away from the body.
4. Wipe up spilled grease, water, and peelings promptly.
5. Rub floor wax thoroughly.
6. Have gas stove checked frequently by dealer for leaks.
7. Keep matches in a metal box and out of children's reach.
8. Turn pot handles in, and watch for boiling over.
9. Have enough outlets for all electrical appliances, and disconnect appliances when not in use.
10. Keep all household poisons in a locked cupboard.

B. Safety in the living-room

1. Do not wax floors too heavily and keep small rugs anchored.
2. Keep furniture in repair and in the right place.
3. Tack down carpets that tend to curl on the edges, and repair ripped or torn areas.
4. Do not run wires under carpets.
5. Have separate outlets for radio, lamps, and other electric equipment.
6. Replace articles after use, and teach children to put toys away.

7. Do not use tables which may topple over easily.

8. Place ash trays where convenient and safe, and make sure that cigarette stubs and matches are extinguished before disposing of them.

9. Keep fireplace well screened.

10. Put plugs into old-fashion open electric wall sockets, and leave them there to protect children from burns and shock.

C. Safety in the bedroom

1. Keep passageway from bed to doors free from obstruction.

2. Keep drawers closed and anchor small rugs to prevent tripping or falling.

3. Do not smoke in bed to prevent fires.

4. Turn off electric heating pad before going to sleep.

5. If radiant electric heater is used, place it where it cannot ignite bed clothes or curtains, and turn it off before going to bed.

6. Place room heater on a metal base, at least 18 inches from the walls.

7. Keep the room well ventilated while a gas heater or an oil heater is on.

8. Stopper hot water bottles tightly, and cover them with toweling to avoid burns.

9. If oil lamps must be used, use the metal type with a wide base.

10. Do not leave pins, needles, scissors, or razor blades within the reach of children.

D. Safety in the bathroom

1. Provide a solid hand grip or rubber mat to prevent falls in the tub.

2. Use non-metallic light fixtures.

3. Insulate chain pull cords.

7. Do not use tables which may topple over easily.

8. Place ash trays where convenient and safe, and make sure that cigarette stubs and matches are extinguished before disposing of them.

9. Keep fireplace well screened.

10. Put plugs into old-fashion open electric wall sockets, and leave them there to prevent children from burning and shock.

C. Safety in the bedroom

1. Keep passageway from bed to doors free from obstruction.

2. Keep drawers closed and another small rugs to prevent tripping or falling.

3. Do not smoke in bed to prevent fires.

4. Turn off electric heating pad before going to sleep.

5. If radiant electric heater is used, place it where it cannot ignite bed clothes or curtains, and turn it off before going to bed.

6. Place room heater on a metal base, at least 18 inches from the walls.

7. Keep the room well ventilated while a gas heater or an oil heater is on.

8. Stopper hot water bottles tightly, and cover them with toweling to avoid burns.

9. If oil lamps must be used, use the metal type with a wide base.

10. Do not leave pins, needles, scissors, or razor blades within the reach of children.

D. Safety in the bathroom

1. Provide a metal mesh grid or rubber mat to prevent falls in the tub.

2. Use non-metallic light fixtures.

3. Insulate cloth pull cords.

4. Use no electric appliances such as heaters, curling irons, or razors to avoid shock.

5. If you must use electric appliances keep them at safe distance from tub or basin.

6. Dry hands thoroughly before touching an electric switch or appliance.

7. Never touch an electric appliance while in the tub.

8. Be sure to turn on the light before taking medicine from the cabinet.

9. Label all poisons and keep them on the top shelf where children cannot touch them.

10. Dispose of used razor blades promptly.

E. Safety in attic and basement

1. Do not store brooms, pails, and mops at the bottom of the basement stairs.

2. Provide proper lighting on stairways leading to the attic and basement, and repair broken boards without delay.

3. Clean out basement and attic regularly to prevent accumulation of broken furniture, magazines, and other litter.

4. Keep oily rags in metal containers and away from heating equipment.

5. Do not replace blown fuses with pennies or tinfoil.

6. Provide a safe area in the basement for storage of paints, insecticides, and other dangerous substances.

7. Do not store gasoline and kerosene in the basement or attic.

8. Use a flashlight to inspect gas leaks.

9. Place hot ashes in metal receptacles.

10. Remove protruding nails on boards or shelves.

F. Safety in the yard

1. Promptly repair loose or broken boards on porch, steps,

and walks.

2. Keep porch railings in repair.

3. Keep porch steps and walks free of snow and wet leaves.

4. Sprinkle salt or ashes on icy walks.

5. Fill uneven surfaces in the ground.

6. Keep the ground clear of glass, tin, and other rubbish.

7. Burn rubbish only in mesh basket provided for this purpose.

8. Promptly put away all garden tools after use.

9. If there are small children in the family, a gate should be used to prevent them from running out into the street.

10. Train children not to leave roller skates, tricycles, and other toys on walks and steps.

Views of Classroom Activities

Laboratory Period

Selecting References

Views of Classroom Activities

Laboratory Period

Selecting References

Preparing Individual Assignments

Committee Planning
a Class Report

Preparing Individual Assignments

Committee Planning
a Class Report

Applying the Tourniquet

Practicing Artificial Respiration

Applying the Tourniquet

Practicing Artificial Respiration

Application of a Splint
on the Forearm

Group Discussion

Application of a Splint
on the Forearm

Group Discussion

Ready to View the Film
"Control of Bleeding"

The Bulletin Board

Ready to View the Film
"Control of Bleeding"

The Bulletin Board

Questionnaire for Pupil

Appraisal of the Unit Method

Part I

Read the following questions carefully, and indicate your reactions by drawing a circle around the word YES, or the word NO, at the right of each question.

1. Do you prefer the new method of conducting classroom activities to the procedure previously used?..Yes No

2. Do you think it is a definite improvement over the former method?.....Yes No

3. Do you find that it allows closer contact with your classmates?.....Yes No

4. Do you believe it offers your teacher more opportunities to discover and understand your difficulties and interests?.....Yes No

5. Do you think that the new system gives the pupil a better chance to share ideas with the other members of the class?.....Yes No

6. Do you find that the pooling of ideas during the discussion periods was of special benefit to you in the study of this unit?.....Yes No

7. Do you feel that you have acquired better understanding of the topic studied by this method than you have of other topics studied earlier in the year?.....Yes No

8. Do you find the new system more interesting?.....Yes No

9. Do you find it less interesting?.....Yes No

10. Do you think you would like all future health classes conducted in the same way?.....Yes No

11. Do you like the new method well enough to desire its use in your other school subjects?.....Yes No

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11. Do you like the new method well enough to desire the use in your other school subjects?.....Yes No

Part II

Give brief and clear answers to the following questions:

1. What do you like most in the new method?

2. State your dislikes.

3. Do you think it is a more democratic method than the former system?

4. In what ways have the discussion periods helped you in the study of this unit?

5. Tell why you find it more interesting, or less interesting.

6. What difficulties have you encountered?

7. Can you give any suggestion to make the unit method more attractive and more helpful to you and your classmates in future study of health units?

Part II

Give brief and clear answers to the following questions:

1. What do you like most in the new method?

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3. Do you think it is a more democratic method than the former system?

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5. Tell why you find it more interesting, or less interesting.

6. What difficulties have you encountered?

7. Can you give any suggestion to make the unit method more attractive and more helpful to you and your classmates in future study of health units?

Key to Home Safety Test

Part I

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. T
10. F
11. F
12. F
13. T
14. F
15. T
16. T
17. T
18. F
19. F
20. T
21. F
22. T
23. F
24. T
25. F

Part II

1. gangrene
2. falls
3. asphyxiation
4. tetanus
5. infection

---

1. anchored
2. unloaded
3. insulated
4. stored
5. repaired

---

1. water
2. handrail
3. flashlight
4. salt
5. stepladder

---

1. electrocution
2. mustard and water
3. hot liquid
4. faulty acts
5. sterilization

Part II (continued)

1. white of egg
2. bleeding
3. dizziness
4. deformity
5. elevation

Key to Home Safety Test

Part I	Part II	Part II
1. T	1. gangrene	(continued)
2. T	2. falls	1. white of egg
3. T	3. asphyxiation	2. bleeding
4. T	4. tetanus	3. dizziness
5. T	5. infection	4. deformity
6. T		5. elevation
7. T	1. anchored	
8. T	2. unfixed	
9. T	3. insulated	
10. T	4. stored	
11. T	5. repaired	
12. T	1. water	
13. T	2. handrail	
14. T	3. flashlight	
15. T	4. salt	
16. T	5. shopladder	
17. T	1. electrocution	
18. T	2. mustard and water	
19. T	3. hot liquid	
20. T	4. faulty wire	
21. T	5. electrification	
22. T		
23. T		
24. T		
25. T		

Part III

1. (3)
2. (4)
3. (1)
4. (2)
5. (4)
6. (1)
7. (2)
8. (3)
9. (2)
10. (3)
11. (4)
12. (2)
13. (3)
14. (3)
15. (1)
16. (2)
17. (2)
18. (1)
19. (2)
20. (4)
21. (4)
22. (1)
23. (1)
24. (4)
25. (4)

Part IV

1. (5)
2. (8)
3. (1)
4. (7)
5. (6)

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1. (3)
2. (6)
3. (4)
4. (2)
5. (6)

---

1. (5)
2. (6)
3. (4)
4. (3)
5. (7)

---

1. (5)
2. (3)
3. (8)
4. (7)
5. (1)

Part IV

(continued)

1. (4)
2. (3)
3. (5)
4. (6)
5. (2)

Part III

1. (3)
2. (4)
3. (1)
4. (3)
5. (4)
6. (1)
7. (3)
8. (2)
9. (3)
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23. (1)
24. (4)
25. (4)

Part IV

1. (5)
2. (8)
3. (1)
4. (7)
5. (8)

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1. (3)
2. (8)
3. (4)
4. (3)
5. (5)

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1. (5)
2. (6)
3. (4)
4. (3)
5. (7)

---

1. (5)
2. (3)
3. (8)
4. (7)
5. (1)

Part IV

(continued)

1. (4)
2. (3)
3. (5)
4. (8)
5. (3)

Analysis of Test Items for Diagnostic Purposes

To determine in which areas of the unit special emphasis is needed, the test items are grouped as follows:

	Part I	Part II	Part III	Part IV	Total
1. Statistical data (Delimitation: 1, 2, and 3.)	1,2, 3,7.		1,16, 19.		7
2. Types and causes of home accidents (Delimitation: 4 and 5.)	6,8, 9,13, 17,24.	2,3,4. 3,4,5. 1. 1,4. -------	2,3,6.	--------- --------- --------- 1,2,3,4,5. 1,2.	25
3. Prevention of home accidents (Delimitation: 6.)	10,12, 14,15, 16,19, 20,21, 25.	------- 1,2. 2,3,4,5. ------- -------	4,5,8, 9,18, 20,21, 24,25.	--------- --------- --------- --------- 3,6.	26
4. First Aid (Delimitation: 7.)	11,18, 22,23.	1,5. ------- ------- 2,3,5. 1,2,3,4,5.	7,10, 11,12, 13,14, 15,17, 22,23.	1,2,3,4,5. 1,2,3,4,5. 1,2,3,4,5. --------- 5.	39

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	Part I	Part II	Part III	Part IV	Total
1. Statistical data (Delimitation: 1, 2, and 3.)	1, 2, 3, 7.		1, 18, 19.		7
2. Types and causes of home accidents (Delimitation: 4 and 5.)	8, 9, 11, 13, 17, 24.	2, 3, 4. 3, 4, 5. 1. 1, 4.	2, 8, 9.	--------- --------- --------- 1, 2, 3, 4, 5, 1, 5.	25
3. Prevention of home accidents (Delimitation: 6.)	10, 12, 14, 15, 18, 19, 20, 21, 22.	--------- 1, 5. 3, 5, 4, 5. --------- ---------	4, 5, 9, 5, 16, 20, 21, 24, 25. 3, 5.	--------- --------- --------- --------- ---------	28
4. First Aid (Delimitation: 7.)	11, 12, 23, 25.	1, 5. --------- --------- 2, 3, 5. 1, 2, 3, 4, 5.	7, 10, 11, 12, 13, 14, 15, 17, 22, 23.	1, 2, 3, 4, 5. 1, 2, 3, 4, 5. 1, 2, 3, 4, 5. --------- 5.	29

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